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FICTION IN LIBRARIES AND THE READING OF CHILDREN.

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THE LIBRARY JOURNAL.

BOSTON CONFERENCE: PAPERS ON FICTION AND THE READING
OF SCHOOL CHILDREN.

THE SCHOOL AND THE LIBRARY: THEIR MUTUAL RELATION.

BY W. E. FOSTER, LIBRARIAN OF THE PUBLIC LIBRARY, PROVIDENCE, R. I.

IT is the purpose of this paper to cite some of the reasons why coöperation between the school and the library is desirable and necessary, and also to point out some of the specific methods by which its benefits may be attained.

Such coöperation is eminently fitting. The purposes of the two are to some extent identical; both aim to supply needed information and instruction; both have in view the training and developing of the intellect; from both may be derived definite opportunities of culture. But while their aims are similar, their methods and relative adaptedness differ widely. For instance, the school has the advantage in point of the frequency and regularity with which its influence is communicated; the library surpasses it in the length of time for which the influence is exerted. The school excels in the systematic manner in which the pupils are reached; while the library, with its more elastic organization, gives more scope to individuality on the part of the reader or pupil. The school, in confining its operations to the young, takes pupils at the time when impressions are most readily and durably formed, and excels in the directness of its methods; the library, however, being for the use of

all, both old and young, succeeds in effecting impressions at every period of life. The school and the library are, in an emphatic sense, complements of each other, two halves of one complete purpose, neither in itself possessing every requisite advantage, but, taken in connection, lacking nothing, whether universality, systematic methods, directness, adaptation to individuality, or durability of impressions.

Let us, however, look at the matter from the point of view of the school (and certainly, as public-spirited citizens, we librarians are deeply interested in the highest success of the schools). It is easy to see how the pupil, in the use of his text-books, may, at repeated points where his interest is awakened, refer to the fuller and more adequate discussions of the subject, in the library; how, on leaving school and going out from the reach of its influence, he finds in the library a means of continuing and perfecting the lines of study which originated in the school; how, in fact, the course of instruction, intended as it is as a groundwork on which the pupil may build his subsequent mental development, finds its best fulfillment in the library. Or, on the other hand, from the point of view

of the library, we see that an intelligent use of the books is more certainly assured by the existence of a distinct class of persons who are regularly and systematically pursuing a given course of study; that the course of instruction, with its allusions to knowledge in so many different departments, is, when supplemented by the suggestive treatment of an intelligent teacher, the means of bringing many volumes into use which would otherwise stand on the shelves unread; that the work of a library (and particularly a public library) deals largely with the lower work of implanting an interest and giving an impulse to reading; and that the school not merely serves the purpose of furthering and developing this interest, but frequently affords the opportunity of so molding the minds of pupils that they are led to continue their systematic reading after leaving school; that it is plainly impossible for the librarian, in matters relating to counsel and influence, personally to reach all, and that for this reason he must leave the matter mostly to the teachers, who are personally brought in contact with the pupils; finally, that a view to the intelligent use of the library by future generations suggests the necessity of molding the reading habits of the children who are to constitute these future readers, while they are still forming their habits for life.

Effective coöperation, in this matter, presupposes three things: mutual understanding, mutual acquaintance, and mutual action. The first requisite is a mutual understanding of methods and aims. Without it there may, perhaps, be some successful work, but that it incalculably increases the value of all work, scarcely needs demonstration. Certainly a teacher who knows the methods of obtaining books, who is familiar with the books themselves, and can give judicious counsel as to their use, who knows, in general,

the purposes which libraries propose to themselves, is in a position to render more efficient aid than one who has no such familiarity. The librarian should encourage every inclination on the part of teachers to familiarize themselves with library work. On the other hand, the librarian must know something of the work of the teacher. It is not claimed that he should enter exhaustively into the technical detail of educational science. By no means. That is the teacher's special work, as the detail of library science is his own special work. But there are certain principles underlying the nature and growth of the child's mind, and the order in which ideas are received and mental processes originated. The school and the library are both means of communicating information and effecting instruction, and are channels of mental and moral influence. So far, therefore, it is important that the librarian should know that perception precedes logical processes in the pupil's mental development; that the presentation of a work, intrinsically valuable, to the notice of the child, should be timed to correspond not only with his capacity to comprehend it, but also with his capacity to feel an interest in it; that an objectionable matter of interest is more effectively dispossessed from the mind, not by simply withdrawing it, but by awakening interest in something higher and better; that a pupil's course can be most wisely shaped, not by preaching at him, nor yet by craftily enticing him into good reading, but by gaining his confidence, and then judiciously (and as earnestly as you please) bringing good books to his attention; that all work of this kind which is to succeed is based, not upon temporary expedients and superficial methods, but upon methods which, while requiring time in their fulfillment, will weave themselves into the very life of the pupil.

This topic leads naturally to the next. There is no better way of ensuring mutual understanding than through mutual acquaintance. Or, to put it in another form, there is no surer way to inspire interest in the corps of teachers than through acquaintance with them. For if there is any point upon which we are not in danger of laying too much emphasis, it is this one point, interest. In order to use books to the best advantage, the pupil must be thoroughly interested. In order to inspire the pupil with interest, those who are directing his development must themselves be interested, and as the librarian cannot personally reach all, he must communicate his interest to the teachers through personal acquaintance with them; in fact, he must multiply himself by 100, or 200, or 500. He must communicate his interest to them, be it observed, if they be not already interested, and it is a pleasure here to acknowledge the frequency with which intelligent teachers are found who are already fully alive to the importance of this matter, and who are untiring and efficient coöperators with the librarian. But even here we know the intensified impulse which results when two minds, both fully interested in a common purpose, come into communication. There is no loss, but rather a gain, as we have had occasion to see in the course of our own coöperation as librarians. Something of this same feeling, almost allied to an *esprit de corps*, we need in our relations with the teachers.

On the mutual knowledge and mutual acquaintance thus outlined may be safely based such details of mutual action as are found desirable. For no process can achieve the highest success which does not build upon an adequate appreciation of its various elements, nor can there be any true development of the pupil in this direction which is not at every point animated and inspired by the personal interest

of teacher and librarian working in close relations.

First among specific measures may be mentioned the basing of the system of reading to which the pupil is to be introduced, on the course of study which has been marked out for the school; for, whether primary school, high school, or college, this course of study may be supposed to represent a mature and deliberate judgment of what best tends to the symmetrical development of the pupil. To illustrate: the study is that of the geography of South America, in a grammar-school class. Let one pupil be referred to Agassiz's work on Brazil, another to a work on Ecuador, another to one on Peru, another to one on Patagonia. Or, again, a class in the high school is reading Cicero. Let Forsyth's "Life of Cicero" be assigned to one pupil, Froude's "Caesar" to another, Merivale's "History of the Romans under the Empire" to another, Brougham's "Roman Orators" to a fourth, and to another, Plutarch's "Lives." Time should be allowed for a careful and thorough reading of these works, and afterwards the impressions thus gained be followed up by the teacher, either by personal conversation or by a general exercise with the class, as indicated farther on in this paper.

Of a different nature is the course which should be taken in familiarizing pupils with the use of reference-books. This should begin very early in the pupil's career, and be made an essential part of his mental constitution, for in this consists one of the chief points of difference between a man of accurate scholarship and one who half knows a thing, a man with definite and specific habits of thought and one in whose vague apprehension knowledge is almost lost. Not only should pupils be familiarized at the school-room with the use of such reference-books as may be there, but referred to

the library for others. See that the pupil forms the habit of following up his reading of a work of history or travel with an atlas on which he may trace the routes, and gain a definite picture in his own mind. In reading a scientific work, let him turn to the cyclopædias for an explanation of some process or term with which he is unacquainted, and, in reading any work, let him consult the English dictionary for the meaning and derivation of unfamiliar words. At the library the works of reference should be entirely accessible, being placed outside the counter, with every convenience for consulting them; and the librarian should take pains, as far as possible, to assist in familiarizing readers with their use. We take pleasure in quoting from a teacher the following suggestion, which expresses precisely the proper attitude of the librarian: "If information is sought which you cannot supply at the moment, do not put off the inquirer until you have had time to look it up privately. Set to work *with* him; show him your method of 'chasing down' a subject; teach him how to use dictionaries, indexes, and tables of contents. 'Work aloud' before the pupil. In short, show him how to carry on investigations for himself." The teacher should systematically encourage this tendency by questions given out at regular intervals, which do not, like the topics already alluded to, require reading a book through, but which require the consulting of a reference-book. The pupil will thank his instructor for such discipline as this, in after life, for the habit of intelligent observation and investigation, which has become almost "second nature," is of itself well worth acquiring.

But that which is essentially information is not the only species of reading to which the pupil should be introduced. De Quincey's distinction between the "literature of knowledge" and the "litera-

ture of power" accurately designates the two elements, one of which is as essential to the complete development of the pupil as is the other. In all that relates to the pupil's use of books in the department of fiction, of poetry, of general literature, the teacher has an intimate interest. He knows, on the one hand, what worthless, nay, what injurious books may possibly engage the pupil's attention. He knows, on the other hand, what masterpieces of thought and expression, what exquisite passages and delightful volumes, may possibly never be brought to his notice. If he have the patience to make a study of the pupil's development, and, more than this, if he have a genuine sympathy with the pupil's individual temperament and peculiar taste, he may, he will, be able to direct his reading into the right channels, and to help him to a culture higher than any routine discipline.

There is an exercise in most of our schools known as English composition. Rightly improved, it is an invaluable opportunity to the pupil, not merely of learning to express himself correctly, but, by drawing him into a hundred various lines of thought, of setting in operation mental processes otherwise in danger of lying dormant. The librarian, while supplying help in connection with composition-writing, should remember not to lose sight of this fundamental principle; for the exercise can easily be conducted in such a way as to deaden, instead of developing thought. If the librarian is furnished by the teacher with a list of the subjects assigned (and it would be well if this practice were observed), he should take pains to make topical references to whatever the library contains on the subjects, whether in separate volumes, in collections of essays, in collective biographies, in periodicals, or in government publications. This is labor which will yield a rich return. But at the same time he

should, by judicious counsel and suggestion, direct the use of the authorities, if possible, in the proper way. He should see that the pupil is not forming the habit of mechanically incorporating the material of the author into his own composition, without any mental effort, without really making the thought his, but that with his mental powers in full operation, and stimulated by the suggestiveness of the author, the thought passes, by a process of assimilation, into the constitution of his own mind. It is by no means certain that the method of a New England high-school teacher, in this department, is not the correct one. Books are systematically assigned to members of the class for careful reading, and also subjects for composition on allied topics, but the latter are separated from the former by an interval of several months, and the request is made that there shall be no recurring to the books after they have once been read. The tendency is to a careful, symmetrical reading of the book at the outset, there being no pressure felt to read with an eye solely to one feature, since the particular use which is to be made of it is not then known. The substance of the book is acquired, and, by the deliberate reflection of several months, digested. When at last the time comes to write, the pupil draws, not upon the material of another writer, transferring it bodily, but upon the contents and resources of his own mind. It may be that this method does not admit of universal application, but, where it is adopted, it must result in a culture of a superior order, since reading, viewed in this light, is not an operation to take the place of thought. It is one which is accompanied by the highest exercise of thought.

There is another exercise which is not yet an established feature of our school system but which has been adopted by several teachers with unvarying success.

This was advocated by the principal of the Worcester high school, in a recent address, under the name of the "free hour," and is a specified time, generally once a week, when the whole school comes together under the principal's direction, and the opportunity is afforded of giving the instruction a more general turn. We can readily see the possibilities of such a method in the hands of a skillful teacher, particularly as it relates to the reading of the scholars. It may even include instruction as to the external use of books: that a book is to be treated with decency and respect, the leaves not turned down, nor soiled nor written on; the leaves of a large book turned over with care and not picked up at the bottom nor leaned on with the elbows; the fingers never moved over the engraved surface of a plate or a map; books never left lying face downward, nor standing on the fore-edge, nor held with their two covers pressed back to back. It may certainly include suggestions as to the proper way to "take a book's measure," or "make its acquaintance," not by opening at random somewhere in the middle, and aimlessly turning over a few pages here and there, but opening at the title-page, noting what that has to say, then consulting the table of contents for an analytical ground-work of the book, then, by the aid of the index, turning to and observing what the book appears to contain which one does not find in other books. It certainly may include suggestions as to the use of reference-books and in connection with preparing essays or compositions. It certainly ought to include exercises in direct connection with the subjects studied about in the text-books, and counsel as to the matter of reading in general, as has already been suggested. We all know how a book, at one time passed by with indifference or conscientiously plodded through, without apprehending or appre-

ciating it, has afterwards been taken up, and read with keen interest, simply because the mind had now become charged with ideas and tendencies in direct relation with that subject. This is one reason why the system of daily bulletins or notes which some libraries have adopted is so successful. These notes ensure the reading of the book directly in the strongest light which can be brought to bear upon it, that of interest; bringing out with distinctness, and in relief, hundreds of points otherwise unnoticed. It is in the power of the teachers to familiarize their pupils with the regular, daily use of these bulletins, and thus put them in the way of a more intelligent connection with the movement of events in the world around them; and this also may properly enter into the work of the "free hour."

Not as a substitute for the several methods already enumerated, but rather in order to gather them up and enforce them, it has been found desirable in some places to publish a manual which shall be placed in the hands of pupils. Let us examine, for a moment, the requirements of such a plan. There should be lists of books suitable for the reading of the pupils in order that the tendency of the young to lose themselves in a wilderness of literature may be diminished as much as possible. Not only should these books be chosen with the utmost care, revised and amended from the point of view respectively of teacher, pupil and librarian, but it should be expressly stated that this list is not to be regarded as containing everything that the pupil should read, but as illustrating certain important lines of reading. More than this, instead of being final, such a list ought to be made the basis upon which the librarian, by frequent and easy communication with the schools, may from time to time make such additions as shall be appropriate, and, in the light of topics of interest, seasonable.

But this manual should also comprise a series of suggestions to the pupils, on the proper use of the library.* In order to accomplish their purpose these must be brief, and directly to the point. More than this: they should be carefully explained by the teacher, at the outset, and afterwards enforced practically, repeatedly, continually, whenever the opportunity offers. This constant enforcement, and instilling of principles is of the highest importance; rather, it embraces everything else here named. And no genuine teacher needs to be told how effective, in this connection, is individual work. Much can be done in a general way; the "free hour" offers opportunities of a high order; but the hold which a teacher may gain, the influence he may effect, is intensified a hundred-fold by interesting himself in individual pupils whom he sees he can benefit; helping and instructing them, giving counsel and suggestions as to the use of books, gaining their confidence and learning the direction of their development; going personally with them to the library, and taking pains to give them an insight into literature; in short, placing himself where his efforts will have a directness not otherwise to be attained.

And if, to the teacher, such usefulness is possible, certainly no librarian will neglect to avail himself of all such opportunities which present themselves, even though he should be able to give to this work only a few minutes in each day. "There are few pleasures," to quote the language of a librarian justly eminent in this very department of library work, "there are few pleasures comparable to that of associating continually with curious and vigorous young minds and of aiding them in realizing their ideals."† Every

* Mr. Foster's own broadside of "Suggestions" will be printed in a future issue of the JOURNAL.—EDS.

† LIBRARY JOURNAL, v. 1, p. 81.

librarian should have it perfectly well understood that he is not merely willing but only too happy to render service of this kind.

It will be seen that these suggestions are in the line of a more systematic effort to make the benefits of our libraries effective by more effectually preparing the readers to use them. It will be seen also that the aim has been rather to turn existing agencies in this direction than to introduce wholly new growths. The lapse of a generation through which such a course of training had been carried steadily forward, would furnish a reading public such as would open to our library system an entirely new era of usefulness, and make its results palpably manifest, in the development of civilization. To recapitulate: On the part of the pupil

there are requisite a continuous mental development and sufficient scope for individuality. On the part of the teacher and librarian are requisite a genuine interest in the work and mutual coöperation. The choice of methods must aim to bring the strong light of interest to bear on the presentation of each subject, and must be essentially direct and personal, and must follow up the first steps by continuous efforts. Instead of a policy which contemplates brilliant but superficial operations, should be chosen one which, with patience and persistency, enters upon measures which require time for their development, but whose results are substantial and permanent. These are practical suggestions, and it lies in our power to make a practical application of them.

THE RESPONSIBILITY OF PARENTS IN THE SELECTION OF READING FOR THE YOUNG.

BY MRS. KATE GANNETT WELLS.

THERE is a very prevalent opinion that whatever is supported by the public as a whole should benefit the public as individuals. And so, because many libraries have the word "public" attached to them, every one feels at liberty to order new books,—to demand that old ones shall be given out at the rate of one a minute; that the assistant shall know exactly what is wanted, when neither title, subject nor author is given; that no book shall be productive of harm to any child, while yet all shall be entertaining; and that, if a child takes out an injurious book, its parent, if disposed, has a right to exclaim that the public library shirks its responsibility in not *directly* educating the young.

The more possessed is the individual with the notion of his personal rights, the more will he upbraid the law, whether of

institution or state, that interferes with his supposed claims.

In the subject that was assigned me for to-day,—the responsibility of parents for their children's choice of books to read, and especially in their using of books from the public library,—this question of the duty of an institution to subserve the desires of those by whom it is partially supported is involved. We meet with it in myriad forms; the more socialistic our people become, the more pronounced are their convictions of the parental character of a government, and of its duty to support public works by which the public shall earn its daily bread; and the more plainly is seen the tendency to claim that ignorance and immorality, as well as poverty, are the fault of the government; that almshouses should fur-

nish costly tobacco; that prisons should present internal attractions and that libraries should make every one well educated. The responsibility is shifted from the parent or guardian to the institution, infinitesimally supported by the parent. We, as a people, must first of all get rid of the notion that the government is directly bound to enforce personal morality or education by other means than its public schools; while it is bound to enforce, within reasonable limits, the *appliances* by which morality or education can be fostered, if the individual wishes to obtain either benefit through such channels. The government does do this through its offshoot, the city, which provides a public library, thereby indirectly nurturing democracy. As long ago as the early days of the Philadelphia Library, which was incorporated in 1742, some one, in speaking of it at that time, said, "that owing to that library there is less distinction among the citizens of Philadelphia than among those of any other city in the world."

The office or position of a library should be distinctly that of purveyor or steward over the funds of knowledge, and not of an official who compels proper nutriment to be taken, or a doctor who facilitates its assimilation. It is optional with the people to select the good or indifferent; the wholly bad element we regard as eliminated, by the very fact that the library is trustee of all the good influences of the past to the future.

Upon whom, then, rests the responsibility of the selection of good reading? Some answer,—on "schools or teachers," which is shifting the burden to an intangible, ever-changing power; for the use of a library depends, not alone on the natural power of the scholar, nor on the time at his command, but on the curriculum of his studies and the impulse to reading received *at home*. Moreover, the largest proportion of our children leave school at

the age of fourteen, and but little before that time are they admitted to the use of the library; certainly the knowledge gained under fourteen is not that which necessitates much research amid library shelves. How those above that age shall use it, will largely depend upon the emphasis laid on the teaching of history and literature, and the formation of a good style in conversation or writing. Even then I do not see why a library should adapt itself to *school* purposes more than to the aims of any other special work. Why should it have thirty copies of Gray's poems because that poet is given as subject for a composition? And yet if only two or three can secure the desired volume, some one will exclaim against the want of coöperation of the library with the schools. Again the trouble resolves itself into the grievance I first mentioned, *expecting established agencies to go beyond their limitations*. Our schools will more and more create in their older pupils an enthusiasm for knowledge, which can seek the library as its vent, whilst the habit of classifying knowledge can be formed in the schools, if each school is provided with a library catalogue, so that, though the process of investigation itself is not undertaken, its steps can yet be indicated to older pupils.

The teacher can show that, by means of class lists, gains in knowledge can be obtained and special subjects examined, for instance, by going from a novel to its historical source, thence to the social life of that period, thence to the tendency of thought, culminating in the leadership of some one man in some special point of discovery, mental, or scientific, and thence to the development of that special philosophy into a system.

I cannot avoid, however, a feeling of compassion for the child, whose mental diet must be healthy before he is ready for that taste. After long spelling-lists, the

boy turns gladly to Marryatt's stories, and the girl, after her dry compendium of American history, to the love-making in novels, while the poor little Irish maid likes to hear of the crimes of the rich, as told by Mrs. Stephens. Ignorance and fatigue need poor novels, just as a low taste in art enjoys wretched chromos; yet when we find a plaster kneeling Samuel or a yellow-green landscape we feel their owner has an inherent capacity for improvement.

If our libraries work distinctively with or for the schools, they may with equal justice be called upon to work with theological, dental, medical, or any other school ending in al. Let the library take its position as educator of all, giving to all alike.

If, then, it is neither the exclusive duty of the library nor of the schools to maintain the proper use of its books, upon whom does the responsibility rest? *Upon the parents.* The more educated they are, the greater the responsibility. Because so many parents are unfortunate in their knowledge, are the schools eager to stand in the parent's place, but, like all moral and educational forces, the parental one must work very slowly, so slowly that many become anxious for a hot-bed development of growth by other agencies than the natural ones. Such impatience defeats its own end and fosters that socialistic view of the state which places education in its hands, rather than in the individual parent's, who alone is responsible. It is a mistaken fancy to suppose that the reading of "Oliver Optic" and "Ouida" is confined to those of the lowest social rank. The same age in years, in varying classes of society, craves those books. Therefore, all the more strongly rests upon the parent the ultimate burden of a child's right or wrong use of a library.

The character is very largely formed by the books read and not read. The

element of indecision throughout life can often be traced to this want of early training in books. Many a girl's sentimentality or foolish marriage, and many a boy's rash venture in cattle ranches or uneasiness in the harness of slight but regular salary, is owing to books that fed early feeble indications of a tendency to future evil. Children must be guided till seventeen or eighteen, and only left free to choose for themselves as far as that freedom is necessary for growth. Most parents decide about the school, the occupations, pleasures and companions of their child, but not about his books. I know one persevering mother who forbids certain chapters in various volumes, and who is obeyed. I know many who proscribe other books; but I know still more who turn their children loose into a library, and, after their sons have read Jules Verne's adventures, wonder that they dislike Scott, or after their daughters have delighted in "Red as a Rose is She," wish that they could appreciate George Eliot. A child's mental taste should be as carefully guarded as his relish for dainties, and that mental taste is too often destroyed by a fond anxiety that provides too adult reading. Every school, still more every home, should be provided with library catalogues, a child placing on his card only those numbers which the parent approves; or, if the home cannot entertain a catalogue as an angel in disguise, then let its child be told that he shall only take out books, as he pleases, from a certain department; or, if the book brought home is one disapproved, that it must be returned unopened. Often laziness or a mistaken notion of a child's right to freedom prevents the parent from this insistence.

The library is not to blame for having books undesirable for the young, or for educating all unconsciously, by slow degrees, from one generation to another. Libraries might greatly assist parents by

lists of books, prepared according to the ages of their readers; even then there would be great disparity of opinion. I would like to have *mothers* prepare such lists, whose headings should vary from any yet given; such as: Books that make children cry; Books of adventure for unexcitable and unimaginative children; Unlove-sick novels. If parents only knew more about the light and solid volumes of literature, they would, no matter how busy, find the time to decide on the value of one and another book; nor is it an ideal requirement to demand this knowledge. It would naturally be complied with first among educated people, but it would surely work its way from them to others, as does any other fashion, only this would be set in the everlasting obligations of parental responsibility for the mental and moral growth of childhood. Morality is a surer probe of the conscience and a stronger lever in action than culture, and this is the power that will make the poorer equally with the wealthier parent secure for his child the best tools with which to build his character, and among them he will place wisely selected books.

Teachers have been heard to say that the public library does more harm than good, as children prefer Dick Turpin's adventures to their studies; but those whose school work is hindered by Dick Turpin and his relatives bear a very slight proportion to those whose zeal for study is neither diminished nor increased by the library, nor to those who are really benefited by it.

Yet, doubtless our libraries and schools might benefit teachers and scholars to a greater extent than at present by providing a greater supply of copies of the same books, because those books are in large demand and of wide usefulness to the people, and not because they are wanted by teachers as teachers, or by schools as schools.

It is a distinctive duty of a library, if only as a bibliographer, to make its catalogue a thorough and attractive resumé of its contents. These catalogues could be subdivided indefinitely, or altered by technical lists sent in by outside persons who should choose books for special purposes, and ask that numerous copies of certain books should be on the shelves. These lists could be widely scattered and the volumes they enumerate placed in branch libraries. Such a scheme is now, we believe, to be carried out by the trustees of the Boston Public Library, in accordance with the wishes of many educators. But it should not be done on the ground that the library bears a more direct relationship to the schools or to their teachers than it does to any other class of persons or institutions. It then takes upon itself the burden of *direct* education, instead of standing as the helper towards a general diffused intelligence. Of course it is more practicable to supply books for school instructors than for scientific specialists or linguists, as such books are more general in their character; but the practicableness of it does not alter the ground upon which it should be done. Our public-school system once furnished the means by which libraries became more numerous. As adjuncts of the schools, they grew in beauty and structure, until each felt its power circumscribed by the other. Then they separated into independent, beneficent existences, the library gradually supplementing the schools as an educator of maturer life.

As surely as parents must improve, so surely will libraries favor a less and less indiscriminate collection of books. But before that Utopia is realized, cannot libraries make stricter rules, which will enable both the man of culture and the day laborer to protect their children from indiscriminate reading?

Cannot the younger children be restrict-

ed to the use of cards endorsed "No Fiction," or marked in an equivalent manner, so as not to allow the use of novels and stories; or, when it is wished that children should reach works of fiction, cannot parents or guardians call in person and direct that such reading be allowed? Then each parent could be the best judge of the injury or benefit of fiction to his particular child; whilst the child should not be permitted to draw out books for his own use on his parent's card.

Cannot a teacher inform the library authorities that certain children are prevented from studying by an inordinate reading of library books, and then could not the library card be temporarily withdrawn? This would be trouble, doubtless, but teachers and trustees are presumably philanthropists. Yet, if all these restrictions were made, it is the parents themselves, I fear, who would first object, because too often a labor-saving process is valued in proportion to its present rather than its future efficacy, and such rules necessitate the trouble of decision with children. The less the parent knows of books the harder will it be to enforce the "no fiction" rule, or to select and petition that certain books may be taken out. The decision, however, should come from the parents, who must take trouble about their children's books, if they care for their future welfare. I would no more allow a "*laissez aller*" principle in books than in actions.

The real difficulty in enforcing these restrictions lies in the home, which, in the case of one-third of the readers, is not wholly to blame for itself. Thoughtful parents, whether cultured or not, will value these restrictions; but most people are not thoughtful, and, to many people, any kind of reading is an enviable fine art. Such persons are often the parents of our public-school children, therefore teachers are exercised for humanity's sake.

Because so many parents are poor and ignorant, must a library somewhat restrict the use of its books? Yet the parent, though ignorant, is still a parent, therefore responsible for the books read and the newspapers read. I wax more indignant over the evil publications of the New England and other news companies, than over any book in the library. *There* is where the harm comes from. The library book is not found in the most wretched tenements nor in the market-boy's pocket, but you do find there some twenty or more newspapers which are sensational, detrimental, immoral, and some thirteen or fourteen which are flat, weak, trashy,—all made to sell. These are what teachers should attack, and any parent, no matter how ignorant, who allows his child to read such papers is guilty. Go through the markets and saloons down town, if you want to see them read. But legislative interference with personal reading is not republican, so benevolence can only clothe itself with moral suasion and library associations.

The children of the poor suffer from their parents' want of education in more ways than the drawing out of an injurious book from a library. Such suffering is the limitation against which they strive, and in which striving we should all help them to our utmost as individuals, or as an institution, by offering them something better.

Therefore, would I lay the responsibility more strenuously than before upon the *parents*, whether ignorant or well-taught; because no American public library should assume direct, authoritative protection over all the details of an individual's reading. When teachers feel so strongly as they now do, the necessity for useful, healthy books, let them take the library catalogues and lists, and with the parents and children rehearse the glories to be discovered; but let the child take its earliest lessons in the republican doctrine of "first come, first served,"

and of "each for all, and all for each," by waiting patiently until the desired volume appears for him in one of the many branches of a big library.

Let parents realize that on them rests the responsibility for their children's choice

of books, which cannot be assumed by any other person or by any institution; that their children may in turn transmit a more glorious intellectual and moral nature, the books read serving as the sign-manual of noble knighthood.

FICTION IN PUBLIC LIBRARIES AND EDUCATIONAL CATALOGUES.

BY CHARLES FRANCIS ADAMS, JR.

IN the course of a now somewhat prolonged connection, as trustee, with the Public Library of the town of Quincy, my attention has more and more been called, especially of late, to certain features in the management of our public library system, if such it may be called, which it seems to me ought to be pretty carefully discussed by both trustees and librarians, with a view to arriving at some commonly accepted, as well as better considered, results. Before submitting what I have to say, I ought to premise that my experience, somewhat amateurish at best, has been confined to a purely public library, of the average size and character, supported on the educational principle by the annual appropriation of a town in no respect different from the mass of other towns. My remarks, therefore, have no bearing on the great endowed libraries, or the libraries connected with our institutions of learning. Speaking, therefore, as one coming directly from such a town library as I have described, it is my purpose, drawing directly on my own experience, to call attention to two matters, one of which is connected with the duties of the trustees of these institutions, and the other with the needs of those using them;—the former being the present indiscriminate purchase of works of fiction for such libraries, and the latter the art of cataloguing their contents for popular educational purposes.

In the first place as respects the pur-

chase of fiction. Inasmuch as every one who has paid any attention to the statistics of library reading is well aware of the fact, it is unnecessary to say that fiction constitutes, on a rough average, two-thirds of the whole of that reading. That it does so, and in spite of anything which can be done to alter the fact, will continue to do so, I am not at all disposed to lament. I look upon the appetite as a healthy and natural one, and the average as no more than fair. The lives of the mass of no community are over and above gay; and when those long hours of labor, which are the price of existence with the majority, are over, the healthy nature craves amusement. Long before Homer and Herodotus, the bard and the story-teller were the authors in most eager request; and it is juvenile fiction and not philosophy which the children cry for nowadays. I do not know any more innocent way of getting this amusement which human nature has ever craved, than by losing one's self in a novel. I am glad, therefore, that other people do it as much as they do, and am sorry that I do not myself do it more.

The single doubt which is forcing itself on my mind in this regard is, whether furnishing any sort of amusement and relaxation of the character referred to,—for education it is not,—is a proper function of the government. At present, so far as I am advised, all trustees of public libraries do it. The demand on us for literature of

this kind is very great; and, for some time past, the current of loose public opinion has set strongly in favor of the supposed educational tendency of undirected and indiscriminate reading. Every readable book which comes out, therefore, so it be of a not immoral character, is at once forwarded to the public library and placed within the reach of every one. I am, however, more and more inclined to doubt whether this wholesale purchase of trashy and ephemeral literature is a justifiable use of public money. We do not use the public money to supply every one with theatre, or concert, or even lecture tickets.—Why then should we give them all the new novels of the day?—Would not the more proper rule for the guidance of us trustees be, that we would put upon the library shelves, and bring within the reach of all, whether rich or poor, every standard work, fiction or anything else, within our means to purchase; but, so far as the passing publications of the day are concerned,—the trashy and sensational novel in particular,—while we sympathize entirely in the desire to read them, yet those who wish to do so should be willing to pay for them, as they do for their theatres, their lectures, their concerts. Accordingly they must seek them at the counters of the circulating libraries, where, at a very moderate cost, they will be always sure of finding them. The public library has a sphere of its own within the general line of education; the circulating library has a sphere of its own within the general line of amusement. Following after false theories, perhaps—possibly led on by a not unnatural desire to increase the figures of our circulation,—to magnify our business,—it seems to me that we trustees are rapidly causing the public library to invade the sphere of the circulating library; and, in so doing, not only are we removing a very desirable as well as natural check on an excessive indulgence in one form of amusement, but

we are doing it through a misapplication of public money.

My remedy for this evil would be a simple one, and I long since suggested it in Quincy. The public library and the circulating library should come to an understanding, so that they could work together and not in competition. As trustees we should agree with any person, desiring to keep a circulating library, upon a list of books and of authors into which we would not go and he should; and whoever wanted those books, or the works of those authors, should be referred by us to him. These persons could then pay for what they wanted, or they could go without; but they could not have it at the public cost. The demand for the sentimental and more highly seasoned literature of the day,—the Southworths, the Ouidas, the Optics, and the Kingstons,—would then be measured and limited, as it should be, by the willingness to pay something for it, and not stimulated by a free distribution, on something which seems very like the *panem-et-circenses* principle. Such a method of division would, I think, reduce the circulation of our public libraries one-third; but the two-thirds that were left would be worth more than the whole is now, for it would all be really educational. As things are now going, say what we will, this sensational and sentimental trash-gratis business is at best a dangerous experiment, especially for boys and girls; and I fear the public libraries are, by degrees, approaching somewhat near to what it is not using too strong a term to call pandering.

Passing from this topic to my other one, I wish to suggest that, for the highest form of ordinary public library use, a perfect system of cataloguing it yet to be devised. Some years ago I tried my 'prentice hand on a catalogue, and, though my work was most kindly received by those better able than I to judge of its relative merit, I have since concluded that, so far as it was my

work and not that of a peculiarly competent coadjutor, it was, except in the excellence of its intention, all wrong, and must be done over again upon a wholly different plan.

We need, it would appear, three distinct kinds of catalogue, and the attempt now is to combine the three in one. First, there is the general reader's catalogue; second, the specialist's catalogue; and, third, the educational or public library catalogue. As respects the first two, here at least I have nothing to say. I doubt if any improvement can be made on the general reader's catalogue, as exemplified in those specimens of the highest recent type with which I am acquainted,—the catalogues of the Boston Athenæum, of the Boston Public Library, and of the Brooklyn Mercantile Library. These also, in their subject catalogues, provide to a certain, though sadly limited, extent, for the needs of the specialist; and the Boston Public Library and the Harvard College Library have recently shown what could be done, if the work were not so well-nigh unlimited, in a series of what may be called monographic catalogues. How much more may have been elsewhere done in these directions I cannot say. I do not for a moment pretend to have kept up with this new science in all its ramifications, and I am here only to speak of the single educational point to which I have referred; and as respects that even, I fear much may have been done, or now be doing, with which I am not familiar.

So far as I know, however, not a single step in the right direction has as yet been taken towards the Public Library catalogue for educational uses.* A number of years ago, the Boston

Public Library incorporated into its catalogue a number of elaborate notes, historical and otherwise, for popular use. It was a first step towards realizing a great conception; and, as such first steps always are, it was necessarily tentative. More recently, when preparing the Quincy catalogue, I freely imitated those notes, and in some respects elaborated the system. I have since, as I have already intimated, come to the conclusion that, for the purposes at least for which I designed them, the notes of the Quincy catalogue were almost wholly useless. I came to this conclusion very reluctantly, and I now have no time in which to carry out my more recent ideas. I, therefore, submit them here for what they are worth, in the hope that others may see something in them, and do what I cannot do.

The difficulty with the notes of the Quincy catalogue, and, as I should suppose, with those of the Boston Public Library catalogue, was that, as educational notes, they were prepared on a preconceived theory as to the capacity and requirements of those for whose use they were intended,—a theory that street children are the same as professors' children,—that they can understand the same instructions, and assimilate the same mental nutriment. But they are not. They are, on the contrary, as distinct from them as two things which nature made alike can become when exposed all their lives to different influences and conditions. The difference will average the same as that between plants grown in sheltered places and cared for, and those left to struggle up from crevices in the north face

* At the time this paper was prepared I was not aware of the very valuable work in the direction indicated which Mr. S. S. Green, of the Worcester Public Library, now has in hand. Without being even yet fully acquainted with Mr. Green's plan, I have no doubt that it will prove a great step in advance. This will especially be the case if it is so arranged in detail as to permit of his

work being made the common property of public libraries. The immense cost of doing the same copy and press work over and over again seems at present to be the chief obstacle in the way of all educational catalogues. It is an obstacle which would seem, also, to require very little ingenuity to overcome; there is, moreover, money to be made by some one in overcoming it.

of rocky exposures. Not to recognize it is to ignore or deny the efficacy of home education, and to insist that the few hours passed in the school-room alone contribute to the child's moral and mental make-up. And, if this is indeed so, then the whole talk of the responsibility incurred by superior advantages becomes senseless cackle. In point of fact, however, and theory apart, the intellectual atmospheres which the laborer's son and the professor's son breathe from the cradle up, have almost nothing in common; and this fact the public library, officered as it necessarily is by professors, must recognize, if it is ever to begin even to fulfill its educational functions. But in preparing the notes in the catalogues I have referred to, the professors had only their own children, and highly precocious children at that, in their minds. Those notes were, accordingly, "caviare to the general." Now, if there is one thing about a public library more instructive than another, it is the realizing sense it gives any educated and observing man connected with it of the size of that intellectual world in which we live. This, too, is in Tennyson's language, "a boundless universe," and within it there is "boundless better, boundless worse." Take, for instance, the educational, intellectual, and literary strata; I have come to the conclusion that we of the so-called educated classes know absolutely nothing about them; we live in an acquired atmosphere of our own, and we cannot go out of it, except on excursions of discovery,—from which, like our friend Professor Sumner the other day, we are apt to return in a very dishevelled and panicky condition. I have consequently found that, taking the mass of those who use the public library, and especially the children in our public schools, who are born and bred in the habitations of labor,—those offspring of the dollar and the dollar and a half a day people whom we espe-

cially wish to reach,—these cannot and will not read what, as a rule, I am willing to recommend. What I like is to them incomprehensible; and what they like is to me simply unendurable. They are in the Sunday police-paper and dime-novel stage. It is only when you become thoroughly conscious of the extent of this class that you understand the why and the wherefore of the make-up of the daily journals of our Western cities, with their long sensational headings of murders, robberies, and deeds of violence. But when, from actual observation, I did get a realizing sense both of the magnitude and the torpid, uninformed condition of this stratum, I am free to say that a strong sense of the humor of the thing overcame me when I thought of my somewhat elaborate notes in the Quincy catalogue, intended for popular use, on the books relating to French and English history. So far as accomplishing the purpose I had in view was concerned, I might as well have directed the librarian to hand to each applicant a copy of Kant's "Critique of Pure Reason" in the original. The difficulty was simply here: those competent by education to use and profit by my notes, could, as a rule, be safely left to do without them; while for those—and they constitute the majority—who really need assistance, a wholly different assistance was necessary. I did the work subjectively,—it should have been done objectively. In other words the professor, out of his inner self-consciousness, knows nothing whatever about the street child, and if he means to get hold of him he has first got to study him.

Neither is the study a difficult one. On the contrary it is very simple, if it is only begun in the true missionary spirit and with an entire absence of any fixed notions of how things ought to be, instead of how they really are. The first thing to be gotten rid of, however, is that idea which is

the bane of our present common-school system,—the idea that information, knowledge, if you please, is in itself a good thing, and that people in general, and especially children, are a species of automatons or india-rubber bags, into which we must stuff as much as we can of that good thing in as many of its different forms as possible. But we may stuff and stuff, and in our public libraries it will be just as it has been and now is in our common schools,—even those who are forced or coaxed into receiving it, will be unable to assimilate it. Intellectually, as physically, if you mean to impart nourishment you must adapt the food to the digestive powers. In the matter of reading, where those powers are naturally considerable, or have been properly developed, the ordinary catalogue will supply all the needful aid in the search for new food, but with only a small portion of those who come to our public libraries is this the case. The difficulty, moreover, is vastly increased by the fact that the great field of work at the public library is among the children. As respects reading, and self-education through reading, it is to be remembered that the habits of life are acquired at a very early age, and once fixed cannot be changed. In this matter adults may be dropped out of consideration; for better or for worse they are—what they are. There is, indeed, probably no human faculty which depends so much for its development upon early habit and training as the faculty of acquiring information out of books. As the phrase goes, you have got to catch them young; and if you do not catch them young, certainly in their “teens,” you will never catch them at all.

The question simply is, then, how far the public library can be so organized and equipped with appliances as to enable it to leaven with its contents this inchoate mass while it is yet in the formative condition. Thus far we have only got to the

point of thrusting a complicated list of great collections of books into people's hands, and telling them to find out what they want, and take as much of it as they please. They naturally took fiction, and the weakest forms of fiction, and then in due time followed the comically absurd theory of mental evolution through indiscriminate story books gratis. Now, that insipid or sensational fiction amuses I freely admit, but that it educates or leads to anything beyond itself, either in this world or the next, I utterly deny. On the contrary, it simply and certainly emasculates and destroys the intelligent reading power. It is to that, what an excessive use of tobacco, tea, coffee, or any other stimulant is to the nervous system.

In this vast field of public instruction, then, in which, more than anywhere else, direction is all important, no direction at all is given. But the mass cannot do without it. Consequently nothing in my observation of our library at Quincy has astonished me more than the utter aimlessness of the reading done from it,—that, and the lack of capacity for any sustained effort in reading. Few, indeed, of those who come there have the courage to begin any work in several volumes; and of those few hardly any get beyond the first. This is true of all authors except a few writers of novels. The number of those who have not the strength of literary appetite to take up any volume, but want an illustrated magazine or some book of short stories or papers, to turn over of a Sunday or in the evening before going to bed, is enormously large. So much have I been impressed by this, that, studying the subject objectively and from the educational point of view,—seeking to provide that which, taken altogether, will be of the most service to the largest number,—I long ago concluded that, if I could have but one work for a public library, I would select a complete set of *Harper's Monthly*.

Having said this I cannot resist the temptation of making a little historical digression. If the world is not yet perfect, it certainly does move, as I now propose to show. To plant one's standard on *Harper's Monthly*, as the most valuable work for public library uses in existence, is taking, as many of you may think, a tolerably advanced stand in the long struggle between liberalism and conservatism in library management. When we go back and see where our fathers stood, this certainly seems to be the case. Could they examine our modern shelves of books they would indeed rub their eyes and gasp!—In illustration of all this I propose at this point to contribute a rather amusing page to the history of American public libraries,—a page, too, which, unless I contribute it here and now, will probably be overlooked and forever lost.

I doubt if the best informed of those who have devoted their lives to public libraries have ever heard of Stephen Burroughs as being one of their founders;—he, once known as "the notorious Stephen Burroughs,"—a gentleman who in the course of his life was fated to repeatedly come in somewhat violent contact with the laws of his country, and who has left behind him an autobiography which is almost as amusing a specimen of impudent mendacity as that of Benvenuto Cellini. It is full of queer glimpses of New England life just subsequent to the War of Independence. The Quincy library boasts a copy of the book,—a waif from some house-clearing dispensation,—and there, while cataloguing, I stumbled over it and read it with great delight. Burroughs was the son of a New Hampshire Presbyterian clergyman, who sent him to Dartmouth College, from which institution he suffered an early and deserved expulsion. Subsequently he became a preacher, a counterfeiter, a jail-breaker, a schoolmaster, and, in consequence of his misdeeds in this last

capacity, he did not escape the whipping-post at Worcester in the year 1790. Always a rogue, he was also a philosopher, and two of his aphorisms have lived, at least until recently, in the memory of the New England pedagogue; for I myself have often heard the late Dr. Gardner, of the Latin School, hurl them, always with their author's name attached, at the head of his boys when caught in the act. Those aphorisms, more worldly wise than good, were thus expressed: the first: "Never tell a lie when you know the truth will be found out;" and the second: "Never tell a lie when the truth will serve your purpose equally well." But here let me add that the man who has not read Stephen Burroughs' extemporaneous sermon on the text, "Old shoes and clouted on their feet" (Joshua ix., 5), has yet to complete his acquaintance with pulpit eloquence.

In addition, however, to being a rogue, philosopher and preacher, Stephen Burroughs was also the founder of a public library; and it is in that capacity, and as throwing a queer gleam of light on what was looked upon as popular reading about the year 1791, that I take the liberty of introducing him here. Having fled from the Worcester whipping-post in 1790, Burroughs, in 1791, set up as a schoolmaster in a town on Long Island; and presently he goes on to say:

The people on this island were very illiterate, making but a small calculation for information, further than the narrow circle of their own business extended. They were almost entirely destitute of books of any kind except school books and Bibles; hence, those who had a taste for reading had not the opportunity. I found a number of those young people who had attended my evening school possessing bright abilities, and a strong thirst for information, which would lead to rapid improvement had they the opportunity. Therefore, under circumstances like these, I felt very desirous to devise some method to remove the evil.

. . . I finally thought of using my endeavors to persuade the people into the expediency of raising money for the purpose of collecting a number

of books for the use of the young people of the district.

He then communicated his plan to the Rev. Mr. Woolworth, the clergyman of the village, of whom he tells us "his genius was brilliant, his mind was active and full of enterprise. As a reasoner he was close and metaphysical, but as a declaimer he was bungling and weak." Mr. Woolworth, however, gave Burroughs no encouragement, remarking that he had himself attempted something of the sort, but had failed, and the people "had no idea of the benefit of books, or of a good education." A Mr. Halsey, to whom he next submitted his plan, and who, he tells us, "was a man of shrewd discernment and excellent judgment," took a different view of the subject, and intimated that the cause of Mr. Woolworth's failure was to be found in the fact "that people are afraid they shall not be gratified in such books as they want, so long as he has the lead of the business. They generally expect the library will consist of books in divinity, and dry metaphysical writings; whereas, should they be assured that histories and books of information would be procured, I have no doubt they might be prevailed upon to raise money sufficient for such a purpose."

On this hint Burroughs went to work, and soon raised the necessary funds. What followed can only be described in his own language:

I immediately advertised the proprietors of the library to hold a meeting for the purpose of selecting a catalogue of books, and to make rules for the government of a library, etc. At the day appointed we all met. After we had entered into some desultory conversation upon the business, it was proposed and agreed to choose a committee of five to make choice of books. Mr. Woolworth, myself, Deacon Cook, Doctor Rose, and one Mathews, were chosen a committee for this purpose. Immediately after we had entered upon business, Mr. Woolworth produced a catalogue of his own selection, and told the meeting that he had consulted all the catalogues of the book-stores

in New York, and had chosen the best out of them all for this library, and called for a vote upon his motion. . . . I requested the favor of Mr. Woolworth to see the catalogue he had selected. After running it through, I perceived that the conjectures of the people had not been ill-founded respecting the choice he would make for them. His catalogue consisted wholly of books on the subject of ethics, and did not contain a single history, or anything of the kind. Then I made a selection from a number of catalogues of such books as appeared to me suitable to the first design of this institution.

No conclusion was reached at this meeting, but the number of the committee was increased, and an adjournment had for a week.

During the time of adjournment the clamor still increased against the books which I had offered for the library. Mr. Woolworth and Judge Hurlbut were in a state of great activity on this subject, and their perpetual cry was "that I was endeavoring to overthrow all religion, morality, and order in the place; was introducing corrupt books into the library, and adopting the most fatal measures to overthrow all the *good old establishments*."

At the next meeting the different members of the committee had selected a catalogue of books, peculiar to their own taste. Deacon Hodges brought forward "Essays on the Divine Authority for Infant Baptism," "Terms of Church Communion," "The Careful Watchman," "Age of Grace," etc., all pamphlets. Deacon Cook's collection was "History of Martyrs," "Rights of Conscience," "Modern Pharisees," "Defence of Separates," etc. Mr. Woolworth exhibited "Edwards against Chauncey," "History of Redemption," "Jenning's View," etc. Judge Hurlbut concurred in the same. Doctor Rose exhibited "Gay's Fables," "Pleasing Companion," "Turkish Spy;" while I, for the third time, recommended "Hume's History," "Voltaire's Histories," "Rollin's Ancient History," "Plutarch's Lives," etc.

Then followed a tumult of objections, but finally, after much bickering and hard feeling, a compromise list was agreed upon, the books were purchased, and, as Burroughs expresses it, "matters seemed to subside into a sullen calm." The calm, however, did not last long. One day the "History of Charles Wentworth" was purchased by the committee from the col-

lection of Judge Hurlbut, and speedily Burroughs got hold of a "deistical treatise" in those volumes, and thereupon he, so to speak, proceeded to make it uncommonly warm for the judge and his friend the Rev. Mr. Woolworth. A battle royal ensued over this "so monstrous a production," in which "the holy religion of their ancestors [was] vilified thus by a vile catiff," and, not only the committee, but the whole parish was convulsed. At last, after a fierce debate in a sort of general convocation, Burroughs concludes with this deliciously instructive paragraph:

It was then motioned to have some of the obnoxious passages read before the meeting; but this was overruled by Mr. Woolworth, Judge Hurlbut, Captain Post, and Dr. Rose. It was then put to vote, whether the book in dispute should be excluded from the library, and the negative was obtained by a large majority. The truth was this: There had been so much said respecting the book, that each individual was anxious to gratify his curiosity by seeing this phenomenon; and each one who had read it was more afraid for others than for himself, therefore it was determined that the book should remain a member of the library, in order for each one to be gratified by the perusal.

Could anything better mark the advance which has of late years been made in a correct understanding of that intellectual food which the popular taste demands? From "Edwards against Chauncey," and "Rollin's Ancient History" to *Harper's Monthly*!—What giants they must have been, or else what husks they subsisted on in those days!—I fancy, however, that the children cried for bread and they gave them stones then, and very few of them; now, without waiting for them to cry for it, we are giving them any quantity of mild poison. Meanwhile the publisher of to-day, I think, understands the popular appetite almost perfectly well. With him it is a purely business operation. He studies the market, and not his own inner consciousness; the result is that he publishes what the market will take, and not what

he himself may fancy or think it ought to take. He does this at his peril, too, for mistakes in judgment mean bankruptcy. The result with us is *Harper's Monthly*; not great, not original, not intended for the highly educated few; but always varied, always good, always improving, and always reflecting with the utmost skill the better average popular demand.

Meanwhile, the position of the librarian and cataloguer has been wholly different from that of the publisher. He has not worked for a constituency whose tastes and desires he has been compelled to study as the price of success. Consequently, he has built upon a plan of his own, and has catalogued for himself and a few others who know all about books and authors; and it is only recently that an idea of the educational catalogue has suggested itself to him. But what we need is a catalogue which in its conception and execution shall be as different from the standard catalogue as *Harper's Monthly* is different from "Rollin's Ancient History" or "Plutarch's Lives." To produce this the librarian has got to cut loose from models and theories, and begin by patiently observing those who come to his desk calling for books. In other words, he has got to begin at the beginning;—but has not Pope told us that "the proper study of mankind is man"? The first duty of the public library cataloguer just at present is, therefore, to make himself human. As compared with the publisher, he is in his study of mankind still back in that earlier stage which Burroughs happened upon.

When the librarian does thus go back and begin his new work from the beginning and objectively, he will, unless I am quite mistaken, find and by degrees map out certain wide, deep currents of popular taste,—and only when he fixes clearly the limits of these currents, as affected by sex, by temperament, by age, by nationality, and by education,—only then will he be

able to furnish each with that nutriment it needs, and which only it can properly assimilate. The world is not a Do-the-boys' Hall, and it is no use trying to serve out brimstone and treacle to all from the same wooden spoon. That one man's food is another man's poison is true in the matter of books, perhaps, more than in anything else; but is it not strange that while the field of search is so large and the searchers so ignorant, more pains have not yet been taken in the erection of finger-boards?

To come, however, immediately to the point, what is wanted at Quincy I know; and, if it is wanted there, I presume it is wanted elsewhere. With the means and time at my disposal it is evident that I cannot provide it for Quincy; but, if the same need does indeed exist elsewhere, there is no better way for me to get it provided for than by stating it as clearly as I can here. What we need at Quincy to fully develop our public library as an active influence in our educational system, is a regular, scientifically prepared series of annotated horn-book catalogues of popular reading. They should be prepared for both sexes, or for either sex, as the case might be; they should be graded according to the ages of readers, and should cover fiction, biography, history, travels, and science, each by itself; they should be annotated in short, simple, attractive

language; they should be unpretentious and compact, and above all else, they should be *human*. Four pages should be the limit of size, for four pages cover a library of 250 volumes. A single page, if well selected, would do better work among children than four pages. These catalogues should be sold at a nominal price, or, if possible, distributed by the teachers in our public schools. Were they once prepared they could be used indiscriminately by libraries, for no works but standard works would be thus catalogued, and, the titles being kept permanently set up, it would merely be necessary to reset the shelf-numbers to adapt the pages to any library. A combined action in the matter is especially desirable, for through it a great saving, both of labor and money, could be effected. If, through such a combined action, the result I have endeavored to outline could be brought about, I feel so strong an assurance of the fact, in the light of my own practical experience both in connection with schools and libraries, that I do not hesitate to express the confident belief that the public library would very speedily become a far more important and valuable factor in popular education than that whole high-school system, which now costs us so much, and, in my opinion, accomplishes so little.

SUNDAY SCHOOL LIBRARIES.

BY MISS MARTHA H. BROOKS, OF THE (UNITARIAN) LADIES' COMMISSION ON SUNDAY SCHOOL BOOKS, READ BY REV. E. E. HALE.

THE report on Public Libraries of the United States Commissioner of Education dismisses the subject of Sunday School libraries with the remark that they are almost as numerous as the churches of the land.

The census of 1870 returns the number of 8,346,153 books in libraries of this grade. They are divided in so many institutions that any study of their character in detail is well-nigh impossible. The figures, large as they are, are undoubtedly less than they

might be with truth. The very fact that number makes it almost hopeless to attempt to collect accurate statistics concerning them, suggests how wide is their reach, and how great, though silent, may be their influence.

Moreover, in many of the smaller towns and villages, the Sunday School and parish libraries form really the only lending libraries of those communities, and include, of course, many books beside those distinctively religious, while the stamp of the Sunday School is, by many parents, considered sufficient endorsement of a book, relieving them from the necessity of examining what the children are reading. It may not, therefore, be amiss to consider what these libraries are really doing, and what is their experience in the matter of literature for children.

The different religious denominations have long had their organizations for providing books adapted to their individual needs. The "Protestant Episcopal Book Society" was organized in 1826, "for the purpose of providing approved books for church Sunday School libraries and parish libraries," and the Methodists, Baptists, Presbyterians and Congregationalists have similar societies.

Outside of these, the large publishing houses of the country yearly issue a great number of books for children, many of which, good, bad and indifferent, find their way into Sunday School libraries. Indeed, one way of supplying such libraries is to send an order for so many dollars' worth of books to some leading book-seller, leaving the selection to his judgment or interest.

In view of the number of undesirable and worthless books which, in this way, got into libraries, in 1865, a society of ladies was formed among the Unitarians, for the purpose of examining all books which could possibly be deemed suitable for S. S. libraries, and reporting thereon, as a help to those who wished to buy.

Beginning with the books already in libraries, this society (called "The Ladies' Commission on Sunday School Books") examined in the first two years 1900 volumes, of which it approved 573, or about thirty per cent. The work of later years has been much lighter, consisting in the examining of books of the current year, usually supplied by the publishers. A list of approved books, including everything thought of any real worth, is printed and circulated among the Sunday Schools every spring, and occasionally some special report is made. Up to this time (1879), 5674 books have been examined, of which 1526, or only twenty-six per cent. have been approved. Similar societies have been formed in other denominations, and it may be presumed that the experience of one may be taken as, in the main, that of all.

At one time serious protest was made against the custom of putting up books in sets and boxes, often without the slightest regard to the contents of the separate volumes. In this way a new or popular book would be made to carry off half a dozen old or worthless ones. And a set might take its name from a book suitable for a child of ten, while some of the other volumes could interest only grown people. This fashion, in favor of which nothing could be urged but the convenience of publishers, seems happily to be dying out, and, except in the case of very small books, it is now almost always possible to buy the volumes of any set separately. But it is still well to bear in mind that the stamp of the same set does not necessarily mark volumes as of equal merit. And the custom still obtains of putting together in one volume utterly incongruous stories in order to make a thick book. Another annoyance is the changing the title of a book in re-printing. Sometimes it is an English book which appears here under several different titles, and sometimes old plates

are fitted with a new name, and sent out as something quite new.

The cheap and careless binding of books is a very serious trouble, especially to those small Sunday Schools where the yearly appropriation for books is all needed to supply new ones rather than to repair the old. Yet it is the most popular books, probably therefore, the most interesting, if not otherwise the best, which it is a pity to lose, which wear out first. If any class of readers should have strongly bound books, it would seem to be the children, and it would be a great gain if any arrangement could be made by which publishers would keep a small number of their standard juveniles in stout, substantial binding for these libraries.

Next to the selecting of books is the equally serious matter of putting the best books into circulation among the scholars.

A striking or suggestive title does much for a book, but unfortunately the majority of titles give but little hint of the contents, and do not indicate whether the book is adapted to the infant class or to the eldest.

Such classification is sometimes attempted in the catalogue, either by using the asterisk and dagger, or, more simply, by assigning the numbers below 500 to the youngest, and those over 1000 to the eldest readers.

In the small schools, a shrewd and interested librarian can do much in starting a book among the children whom he knows it will interest; but in the larger schools, where, of necessity, the children cannot have the run of the library, they must depend on their teachers and on each other. In some schools, the teachers make it their business to know the new books well enough to make suggestions about them to their own children. An interesting book once started in this way is very sure to keep in circulation, while

for want of some such introduction it may stay long on the shelves.

As for the nature of the books themselves, experience seems to have established a few general principles.

1st. A book for children must be *interesting*. Grown people may put up with dullness for the sake of information, but children must find the manner as well as the matter attractive.

2d. A book must *look* interesting. Any book printed in fine type, closely set and of solid pages, will be left on the shelves.

3d. Little children will enjoy a simple story with obvious moral. Some young people of sixteen and seventeen—girls usually, and rarely boys—will read books written with definite purpose, of which the aim is clearly improvement; but children between ten and sixteen, boys especially, will avoid anything of the nature of what they call a "goody" book while they are clamorous for excitement and adventure.

It may be admitted that the traditional prejudice of such children against Sunday School books has some foundation. The amount of trash, in the shape of precocious goodness, morbid piety and sickly sentiment, once thought suitable for such libraries, will hardly be credited by any one who has not had personal experience. Its legitimate effect would be the production of self-conscious little prigs, and no healthy, honest child ought to like the books thus tainted. But our boy of to-day protests against anything which verges on moralizing or which he can possibly call "tame"—while his taste is too untrained and his judgment too crude for him to take exception to the unnatural characters and impossible circumstances which too often deform the books whose liveliness and "dash" attract him. He has no experience of life with which he can compare these caricatures.

Here comes up the serious practical question for all such libraries, designed, as they are, mainly for children.

Shall we content ourselves with putting on the shelves good books which the children will *not* read, or shall we yield to the demand, and supply exciting and unnatural stories, trusting that some other influence will counteract the effect of such reading?

May we not just here take a hint from the boy himself. It is at this time in his life that he is all absorbed in the physical enjoyment and excitement of living. The things around him press on all sides for attention. This great, live world besets him everywhere. If now, before his taste is spoiled, we can give him bright, crisp narratives of real life and adventure, can tell him what men and boys have done already in Arctic Sea or Great Desert, on mountain heights or in depths of forests, he will not need to seek for fictitious adventure.

Again, the last few years have given us books of natural science, by masters in

their special departments, so clear in statement, so fascinating in detail, and so wonderful in revelations, that the child's natural love for the marvelous may find all-sufficient food, while he is at the same time storing up material for the man's use.

May not this be the true mode of warfare against poor and vicious books? Not trying to root out or to utterly suppress the boy's natural instincts and tastes, but taking advantage of them to fight bad books with good ones, the poor products of untrained human invention and imagination with the best records human wit and wisdom can give us of the various manifestations of everlasting truth.

The best is none too good for our children, and a taste for the best is the surest safeguard against what is bad. We owe it to the young people to do for them what they cannot do themselves, and by careful criticism and selection to protect them from the danger which they cannot yet see.

THE EVIL OF UNLIMITED FREEDOM IN THE USE OF JUVENILE FICTION.

BY MISS M. A. BEAN, LIBRARIAN OF BROOKLINE (MASS.) PUBLIC LIBRARY.

IT has been the pleasure of your committee to invite me to contribute something to the consideration of the subject of juvenile fiction in libraries, and I am here in response to the invitation, although it seems little less than presumption in me to make such an attempt when Mr. Frederic Ingham's formula, which he prepared for the use of his double on like occasions, would afford such a short and easy method of escape, both for my hearers and for myself. This formula, you will remember, ran in this wise: "There has been so much said, and on the whole so well said, that I will not occupy the time." Nevertheless, I am committed to the effort,

and ask your attention to that aspect of the question which furnishes the key-note to my paper, viz.,

The evil of unlimited freedom in the use of juvenile fiction.

I am fully conscious that in essaying to measure lances on this subject with the veteran librarians of this Association, I am in imminent danger of being worsted, yet my convictions are so strong that they force me to enter the lists; while corroborating testimony from those teachers and parents who have given the matter serious thought, gives me courage to do battle for the standard even should the bearer fall. And lest my colors should be mistaken, I

wish to announce at the outset that I am not an implacable foe to all juvenile literature, although, to my mind, much of the so-called article might be eliminated without disaster to the rising generation!

My protest is entered against the freedom which most of our public libraries afford for the *daily* supply and exchange of this class of books among school children, feeling convinced that such latitude conflicts with the highest interests of our schools, and that a judicious restriction upon the quantity as well as quality of books loaned to pupils would have a beneficial effect upon scholarship, and win the thanks of more than one thoughtful and conscientious teacher whose efforts are now put to disadvantage, and often paralyzed, through the baneful influence of those desultory and careless mental habits engendered in pupils by this same inordinate consumption of story-books.

The evil of this unlimited supply is coming to be understood by many of our best teachers, and not a few of them, with full appreciation of the dangers of its continuance, have appealed to library authorities to know if something could not be done to check its further progress. One teacher said to me, within a year, that her greatest bane in school was library books, she having to maintain constant warfare against them, and that in her exasperation she had frequently wished there was not a public library within fifty miles of her school-room! Think of the condition of things which could force such words from an exceptionally faithful and successful teacher—herself a lover of books.

If we investigate the cause of her trouble we find that she has to contend, not only with surreptitious reading in school hours, which is the least of these evils, but also with inattention, want of application, distaste for study, and unretentive memories, all directly traceable to the influence of that ill-directed and inordinate use of light

literature which is fostered by the present library system of which it is our wont to boast.

What other result can be expected when three-fourths of our pupils average a library book per day, which they claim to read through? What wonder that we have yet to learn of the boy or girl who can devour half a dozen books per week and yet maintain rank number one on the school record? Why be surprised that these same boys and girls stand in helpless confusion when a request to tell something about the last-read book betrays the fact that they remember little or nothing about it? They read to-day and forget to-morrow—and they study in much the same way. Is it not easy to see that this mental process, repeated day by day, is not going to produce a generation of thinkers or workers but rather of thoughtless drones?

Having shown the mischievous influences of unlimited freedom as bearing upon the school and the pupil, it may be well to note at least one of the effects of its recoil upon the library itself, and from personal observation, I am prepared to affirm my belief that much of the lawless abuse of books is the direct outgrowth of that indifference to the value of library privileges which perfect freedom is apt to produce in all classes of readers, old as well as young. Certain it is that from the ranks of inveterate readers of fiction come those who leave their marks upon every book they borrow, as I can testify from the bitter experience of eight long weeks devoted to the task of removing such defacements from the books under my charge.

Many parents have already taken alarm at this craze for books, which leads to utter neglect of home as well as school duties, and seizing the reins in their own hands have positively prohibited their children the use of library books—an extreme measure, it is true, but preferable to unlimited freedom.

Librarians have done what they could to stem the tide of indiscriminate reading, by seeking every opportunity for direct personal influence upon the choice of books, as well as by furnishing separate catalogues for school children, but, however successful either attempt may be, it meets but half the question. It saves from Scylla, but Charybdis still threatens, in the fact of *daily* supply and exchange.

While discussing this question, it may seem that I have lost sight of the benefits of free libraries; let me say that no one has a higher appreciation than myself of the present good and future possibilities of such liberal institutions. I have only left

the merits of that side of the question to other and abler hands.

Remembering that the danger to our pupils lies in the excess of supply as well as in its character, we need to apply a remedy which may be formulated thus: *lessen the quantity and improve the quality*. When we shall have done this we may look for happier results at home, at school, and in the library. Our task will be no easy one, but the duty seems plain. Will not the skeptical in our ranks fall into line and by united effort so direct and influence public opinion that it will cheerfully sustain any measure which looks to this end?

READING IN THE PUBLIC SCHOOLS.

BY ROBERT C. METCALF, MASTER OF WELLS SCHOOL, BOSTON.

OF course no one here will misunderstand the drift of the question. A few years ago, and it would have called up in the mind only a drill upon the pronunciation of words, upon inflection, upon expression, or generally upon what may be called *elocution*.

A few years ago it would be, "John, what mark follows the third word in the fourth line?" "A period." "And how long do you stop at a period?" "Long enough to count four." "What inflection of the voice is required at a period?" "The falling." And it was only after years of teaching, or at least of observation, that we learned that the mark of punctuation had little to do with the resting or with the inflection of the voice.

It was only after many years that we found the teaching of reading in the schools to be a process by which we furnished boys and girls with a key to the vast treasures of knowledge contained in what we call the Literature of the Language,—a litera-

ture with us now so widely diffused by means of the public press and the public library.

How then shall we so connect the public school with the public press and the public library that the pupil can, to the best advantage, secure the benefits of each?

Our scholars will read; there is no doubt at all about that. It only remains for us to direct their reading so as to reach and secure what is good, and avoid all that is bad. The teachers should require all pupils above the age of ten years to own a note-book in which shall be recorded, from time to time, the names of all books that might be read with profit in connection with the subjects taught in the school-room. A lesson in Geography might suggest the "Swiss Family Robinson," or "Robinson Crusoe"; a lesson in History, "The Days of Bruce," or some of Scott's novels; a lesson in reading perhaps suggests "Stellar worlds," or some interesting biography. Thus in a few years the

child has had his attention called to many good books of real value, because they throw a flood of light upon, and add a deal of interest to, subjects of actual study in his school.

But more than this should be done, especially in the higher classes. The teacher should require every pupil to make a weekly report of his reading, to be recorded in a book kept for this especial purpose, in which the pupils' names should be arranged alphabetically, with the necessary space for each child. Such an inspection and record of the reading of a class will work a wonderful change in its character, even in the space of one short year, and if systematically followed up for a term of years, by a capable teacher, I believe would render the work later, when the children become men and women, much more satisfactory.

Aside from this written weekly report of the pupil, he should be required to make a verbal report or criticism upon the book he has lately read, an outline of the story, why he likes or dislikes it, any peculiarity of style that has been noticed, and so on according to the ability of the scholar. The advantages to be gained by this exercise are too obvious to require comment.

Another exercise of very great value, having for its object the cultivation of the taste of the pupil, may also be named in this connection.

The teacher selects a story, either in prose or poetry, as for instance "Evangeline," and either reads or causes to be read to the class sufficient to secure the interest of the pupils. She then selects some passage of especial beauty and commends it to the careful study of the class. They are led at first to consider the thought itself and then its expression. If it should be a description of natural scenery, the picture is called up before them, and as far as possible they enter into the feeling of the author. The words are studied with refer-

ence to their fitness as expressions of the thought of the writer, and they are taught to see that the use of any synonym would mar the picture and disturb the harmony of the description. Thus, again, the taste of the pupil is being cultivated, while he learns to enjoy what is best in our literature.

I am tempted here to give you a short extract from the record of the reading of a class in a Grammar School before the above plan was introduced:

"That husband of mine," "Hot corn," "Helen's babies," "Guy Elscott's wife," "Poor and proud," "Elsie's dowry," "The Boston boy," "Life in a French château," "Tony the tramp," "Hans the miser," "Tattered Tom," "Only a pauper," "The Lamplighter," etc. Some good books—many poor ones. I am somewhat afraid that the list does not contain all that was read.

I fear that books even of a worse character than here indicated are sometimes read and not reported. But let us not forget that the best way to destroy a taste for what is bad, is to cultivate a taste for what is good.

If a tree produces a fruit that is mean in size and disagreeable in taste, we do not content ourselves with cutting off the branches, but we graft in something that is better. The parent or teacher who simply tells the child what he must not read, or actually deprives him of the reading matter he has selected for himself, has simply cut off the branches of the tree without grafting in anything at all. The result is disastrous. The tree dies. The child's mind is weakened from a lack of nutriment of the right character, and so becomes, in time, incapable of all growth.

Having indicated how I would cultivate the taste and direct the choice of the pupil, it only remains to suggest how, in my opinion, the public library can be made a great public benefit rather than what it too frequently is—a great public nuisance.

So long as our pupils are allowed free access to a public library, without direction as to choice either by parent, teacher, or librarian, we can look for no good results—we can expect nothing but what we now have—a crude, unsystematic, miscellaneous jumble of reading on the part of our children; but let some plan be adopted, either the one indicated, or another which may be better, whereby the teacher will constantly turn the mind of the child to books that will illustrate, explain, or more fully develop the work of the school-room, and the conditions are right for bringing into play an important part of what I conceive to be the true work of the public library.

The library must now be brought near to and connected with the school. In our large cities, many sections are located at a distance from the public library. Branches have not been established—and the taking out of a book involves a journey of two or more miles, and as many hours of time. This *time*, at least, cannot be spared by the pupil, especially in the winter, when the days are so short that the usual school and

domestic duties would require the walk to be taken in the evening, and some plan must be devised whereby the principal or teacher can draw from the library such books as his pupils may need, and deliver them at his desk whenever the school-work suggests their use, and to such pupils as will make the best use of them.

An arrangement like this would increase the reading of good books tenfold, and would do much to break up bad habits already formed. I do not pretend to even outline a plan. Those to whom I speak are wiser than I, especially in all matters pertaining to the public library. I can only tell you what we are trying to do in the school-room, and call your attention to the prime necessity of bringing the public library into more intimate relations with the public schools. And here I will leave the whole subject, thanking you most sincerely for allowing the schools to speak; and thanking you also for the desire manifested to extend a helping hand to those of us who are more immediately engaged in the work of public school education.

SENSATIONAL FICTION IN PUBLIC LIBRARIES.

BY S. S. GREEN, LIBRARIAN WORCESTER (MASS.) PUBLIC LIBRARY.

WERE it necessary, it would be easy to show that good novels and stories for the young aid materially in the work of educating children and men, and that they are of great value on account of the power which lies in them of affording rational entertainment.

The mother reads to her boy Miss Edgeworth's account of the little merchants, and he learns that fair dealing is the dictate of prudence. She constructs a simple story to show what hideous things cruelty and meanness are, and the soft hearts of her children respond and feel impulses

that help them to become tender and generous. A prized acquaintance of mine who is a skilful educator, and who has a family of children, tells me that he always keeps a well-illustrated copy of *Æsop's Fables* lying around the nursery. When one copy wears out he replaces it with another. The pictures cultivate the taste and lead to inquiries as to what is said in explanation of them. Thus an opportunity is given to impart useful lessons in morality. The child sees that the boy who cried wolf when there was no wolf fared hard afterwards, because he had destroyed that con-

fidence in his word which would have brought him assistance when danger was really present.

An acquaintance tells me that the example of Hardy, the servitor, in "Tom Brown at Oxford," had a powerful influence in forming the ideal which attracted him as he was entering upon the duties of manhood. A distinguished clergyman of the Protestant Episcopal Church says, in a paper on "The Novel and its Influence upon Modern Life," read at the annual Congress held in Cincinnati last October: "For one I may say that I would cheerfully drop out of my own past a good many influences that I value, sooner than lose those that came to me, some twenty years ago, from the writings of the late Charles Kingsley. What the author of 'Alton Locke,' 'Yeast' and 'Hypatia' did for young men whose notions were taking to themselves form in those days, some one, no doubt, is doing for the same class now. It is a good, a gracious work, and he is blessed who has the power to do it well."

It is to the best story-tellers that we owe the greater portion of what knowledge we have of the life led in other lands. Dickens, in "A Tale of Two Cities," and Baring-Gould, in "In Exitu Israel" (Gabrielle André), make us feel that the French common people were ground under foot by the clergy and nobles, and that the French Revolution, horrible as were its incidents, was the natural result of such oppression. We read the "Conscript" and "Waterloo" by Erckmann-Chatrian, and learn what thoughts and feelings agitated the hearts of Frenchmen and the incidents of their lives during the wars of Napoleon.

Admirable popular statements of the province of good novels in enabling us to enter into the life of men in foreign countries and engaged in occupations different from our own, as well as in cultivating the imagination in other respects, may be

found in Professor Atkinson's excellent lecture on "The Right Use of Books," and in certain chapters of "Books and Reading," by Noah Porter, President of Yale College. It is enough for me to say that comparatively few readers enjoy poetry, and that if the imagination of people generally is to be cultivated, it must be by means of good stories.

Thackeray and George Eliot give us a profound insight into the motives of human action, and Dickens, although his pathos is sometimes "coarse and histrionic," has done a great work in awakening slumbering emotion and quickening healthy sympathy.

Every one who remembers the harmless enjoyment which he derived from reading "The Good Aunt," "The Good French Governess," "The Prussian Vase," and other stories by Miss Edgeworth; "The Crofton Boys," and "Feats on the Fiord," by Miss Martineau; "Masterman Ready," by Marryat, or De Foe's "Robinson Crusoe," wishes his children to enjoy the same rational amusement. All are grateful for the hours of refreshing enjoyment found in the company of the heroes of Scott, Mrs. Gaskell, Mrs. Oliphant, and William Black.

With these few remarks I take it for granted that nearly all librarians and friends of education consider novel reading desirable when the selection of books read is judicious, and when the practice is indulged in only in moderation; and that it is not only harmless but very profitable for children to read story books, provided they are of the right kind and not used in excess.

A considerable portion, then, of the books in a popular library must be novels and stories, if the institution is to do its whole work in the community.

It is well to state here emphatically that a town, in establishing a library, aims not only at giving instruction, but seeks also to afford rational entertainment, and that this

purpose should be kept in mind in deciding how many stories should be put into it.

By common consent the governments of towns and cities spend money in beautifying parks and public gardens, in providing fountains, in making public buildings elegant and imposing, in furnishing music during summer evenings, in affording pageants, regattas, fire-works, entertainments on the Fourth of July, and in other ways for things which are not absolutely necessary, with the avowed purpose of making the towns pleasant places to live in, and life therein agreeable.

This is a dangerous principle to act upon habitually, and no one would countenance the doctrine if carried to the excess of making gratuitous distributions of corn, as in ancient Rome, or of subsidizing theatres, as in Paris and other cities of Europe to-day.

In the case of libraries, it is held to be wise and proper to spend a moderate sum of money in encouraging citizens to read good books, even although they only read for entertainment, and to use the facilities of institutions founded primarily to give instruction, in promoting such a use of time as will tend to repress idleness and crime, and afford rational entertainment.

Is it not particularly important to-day that the feeling of benevolence should become intense in individuals and communities, and that the unquiet laborer should have it made clear to him that there is the disposition on the part of men who have money to do every reasonable thing to secure his comfort and happiness?

Is it proper to have sensational novels and highly spiced stories for the young in public libraries?

Let it be understood at the start that no librarian would think of putting an immoral book into a library. For myself, I would keep out of libraries books of the class which most of the novels of the

woman who assumes the *nom de plume* of "Ouida" represent, on the ground that while not positively immoral, they still leave a taint on a pure mind and a bad taste in the mouth. I would exclude translations of many French novels, because students of French literature and most other persons who ought to be allowed to read them find them accessible in the original. Such stories as Gautier's "Madoiselle de Maupin," I would give out only with discrimination in the original. I would place certain restrictions on the use of the novels of Smollet and Fielding, because while in many respects works of the first order, it is best that the young should read only such books as preserve a certain reticence in regard to subjects freely talked and written about in the last century.

Let it be distinctly understood that no member of this Association would think of buying for his library books such as those which are spoken of with condemnation by Professor William G. Sumner, in the article "What our Boys are Reading."

Although that excellent man, the late General William F. Bartlett, believed it was best to put dime novels into public libraries, I presume most of the ladies and gentlemen here present would consider it unnecessary to start the unintelligent reader even, with books of so low a grade. Dime novels, be it understood, are not immoral. The objection to them is that they are bloody and very exciting.

The question to which good men who have studied library economy give different answers is, whether such books as those of which the writings of William T. Adams ("Oliver Optic"), and Horatio Alger, Jr., are examples among books provided for the young, and of Mrs. Southworth and Mrs. Hentz, among works wished for by older persons, ought to find a place in public libraries.

I reserve my own answer to this ques-

tion until I have discussed the subject. Books of the kind referred to depend for their power to interest the reader upon the presence in them of accounts of startling incidents and not upon a description of the processes by which interesting conjunctions in life grow out of character, or upon narration replete with fine imagination or delicate humor.

These books are not condemned, however, because they have an interesting plot, but because the incidents are startling and unnatural, and the sole reliance of the writer for attracting readers. They have little literary merit, and give us incorrect pictures of life.

This is a correct description of sensational novels and stories. They are poor books. Poor as they are, however, they have a work to do in the world. Many persons need them. They have been written by men who mean well. Mr. Adams is a member of the school committee of the city of Boston, and if I am rightly informed, was for many years superintendent of a Sunday School. Mr. Alger is a son of a clergyman, and himself a graduate of Harvard College and the Divinity School at Cambridge. Mr. Adams has stated in a letter, which was made public several years ago, that he was moved to write stories for the young by the desire to provide them with more wholesome books than were available, and to keep them from the stories of pirates and highwaymen which formed a large part of the literature of young persons in his boyhood.

In carrying out his purpose, it seems to me he has been measurably successful. There are many uneducated boys who need sensational stories. There are many unintellectual men and women who need sensational novels. Intellectual men like this kind of reading when they are tired or sick.

I feel grateful to Charles Reade and Dion Boucicault that, when suffering from an attack of rheumatic fever, they enabled

me to forget my pains while listening to the stirring chapters of their novel of "Foul Play."

I remember that the tone of my system was at one time so low that it was pleasant for me to find an occupation in reading the parts of the "Gunmaker of Moscow," by Sylvanus Cobb, Jr., as they appeared in successive numbers of the *New York Ledger*.

There are classes in the community of grown-up persons and of children who require exciting stories if they are to read at all, and there are times in every man's life when he craves such books, and when it is well for him to read them.

Such exciting stories as are found in the circulating departments of our libraries do good in two ways. They keep men and women and boys from worse reading. I heard a year or two ago of the formation of a club among some boys to buy dime novels, copies of the *Police Gazette*, and other books and periodicals, from a railroad stall or news-room. Now, I felt very sure that if these boys had not been considered too young to take books from the public library, but had been allowed to read the stories of Messrs. Alger and Adams, that they would have been contented with these books, and not have sought worse reading.

It came to my knowledge about the same time that a girl carried with her to a school of the Society of Friends, where only serious reading was allowed, a trunk, the bottom of which was lined with dime novels. These were passed around clandestinely among the scholars, and read by a large portion of them. In order to keep boys and girls from reading such books as Professor Sumner rightly condemns, we must give them interesting books that are better. But sensational books in the circulating departments of our public libraries do good in another way. They give young persons a taste for reading. It is certainly

better for certain classes of persons to read exciting stories than to be doing what they would be doing if not reading. It is better to repress idleness in persons, the lower part of whose nature is sure to be awakened if they are not pleasantly employed. It certainly is a benefit done to such persons to enable them to grow up with a love of reading, even although they will read only sensational books, and their taste does not improve in regard to the selection of books. But the taste of many persons does improve. You smile as I make this assertion. It is becoming fashionable to sneer when the librarian says that the boy who begins with reading exciting books comes afterwards to enjoy a better class of literature. There is truth in the statement, nevertheless. A boy begins by reading Alger's books. He goes to school. His mind matures. He outgrows the books that pleased him as a boy. If boys and girls grow up with a dislike of reading, or without feeling attracted towards this occupation, they will not read anything. But if a love of reading has been cultivated by giving them when young such books as they enjoy reading, then they will turn naturally to reading as an employment of their leisure, and will read such books as correspond to the grade of culture and the stage of intellectual development reached by them. They will thus be saved from idleness and vice.

I have no doubt that harm comes to some young persons from reading the books of Oliver Optic, and I know that a great deal of time is wasted in reading them. Boys occasionally run away from home influenced by reading them. The boys described in these books are not boys, but prodigies. It is easy for them to run a steamboat through a dangerous channel, and they are capable business men and bank officers. These books are likely to leave the impression upon the minds of the young that they can get along by them-

selves without the support and guidance of parents and friends. But I take it comparatively few persons are deceived by these books, while the great bulk of readers get from them merely the enjoyment of the story. Perhaps there is no book that the average Irish boy likes better than one of Mr. Alger's stories. Now such a boy is likely to learn that his powers are subject to limitations, and not be led by these books to feel an overweening self-reliance.

I have no doubt that girls sometimes get wrong notions from reading such novels as are to be found in our libraries, and are led to do in consequence very silly or bad things; but I fear that such persons are so weak that if they did not read novels they would become without the occupation of reading a prey to much worse pursuits.

So much for the advantages which flow from the use of sensational novels and stories. If so great as represented, is it best to restrict their use? Certainly. It is important to raise up the ignorant and vicious. It is important, also, that in doing this good work we do as little harm as possible to boys and girls who are bright and better educated, and who have been brought up well.

I feel no great concern in regard to grown-up persons, whose minds are somewhat mature, and whose habits are fixed. But I do feel much anxiety in regard to the young.

The great difficulty in this matter is to make such arrangements that every class of readers will get the best books they will read, and that such persons will be kept from poor books as would be satisfied with good ones if more exciting reading of a lower grade were not readily accessible.

Shall we put sensational novels and stories into popular libraries?

It will not do to say that we should leave out stories of this kind prepared for the young, but put in novels for older per-

sons, for it is these very novels, the writings of Mrs. Southworth and Mrs. Holmes, that our girls read. I presume that nearly all the librarians present believe that it is best that somewhere or other sensational stories should be accessible in many towns.

There are some towns where, it seems to me, the population is such that the people would be very well satisfied with a library which left out sensational books, or which put on its shelves only a very few books of this kind.

When called upon recently to select a few hundred dollars' worth of books for young persons in such a town, I did not put on the list a single book by Adams, Alger, Kellogg, Mayne Reid, Fosdick ("Castlemon"), or any other sensational writer for the young. Had there been a great shoe-shop or cotton factory in the town for whose people I was providing books, and sensational works of a good quality had not been elsewhere accessible to operatives, I should have put a small supply of the books of the authors just mentioned into the library.

The best thing to do in such a case, however, is, it seems to me, to have a branch library, supplied with a considerable proportion of exciting stories, in the factory itself, or in the part of the town where the operatives live, and keep the main library almost free from sensational literature. The proprietors of shops and factories would subscribe liberally, I think, towards the establishment and maintenance of such collections, and allow officers of the corporations to act as assistant librarians. I apprehend these libraries could be made acceptable to readers even if a considerable portion of the stories in them were of a comparatively high order. Thus, Trowbridge's "Neighbor Jackwood," Miss Yonge's "Heir of Redcliffe," and "Mary Barton," by Mrs. Gaskell, are enjoyed by simple readers.

Should not the demagogue interfere, it

seems to me that a similar policy could be pursued in large cities, and that branch libraries might be established in such wards as need highly spiced literature, containing many books of this kind, and thus other readers be kept from wasting their time in reading books which, although civilizing in the case of some readers, are not good enough for them.

It is understood, of course, that persons using branch libraries should have the privilege of taking books from the central repository also.

I understand that there have been no complaints from the inhabitants of Jamaica Plain, because but few sensational books for grown-up persons are to be found in their branch of the Boston Public Library. Books of this kind are very much needed, however, in such places as Lynn and Lawrence. A superintendent of a mission Sunday School tells me that he finds Mr. Adams's books valuable in doing the work he has to do. It is wrong, however, to put sensational books into Sunday School libraries, where the children come from families whose members enjoy a higher class of literature. Why should not special library facilities be afforded associations of newsboys and other guilds when they have head-quarters where the city could have branch libraries or depositories of books? Why should not philanthropically disposed citizens be invited to supply such libraries, to be selected by competent persons?

Until, however, arrangements are made to supply the wants of different classes of citizens separately, or when in towns or cities it seems impracticable to make them, it would seem best to keep the supply of sensational novels and stories very low in our libraries, and to bring to public attention, and use ourselves, the means at hand for regulating their use. I have not for years left any place on the shelves of the library in Worcester for Mrs. Southworth's books, always taking care to have the sup-



ply of this author's writings fall far behind the demand. I am now pursuing the same policy in regard to other sensational books written for men, women and children.

But, it will be asked, what are you going to put in the place of those books which you reject? Readers demand interesting reading, and men and women who pay taxes have a certain right to insist that books which please them should be bought for their use and for that of their children. Many persons, too, who read poor books believe that they are good, and this, notwithstanding they know that cultivated readers differ from them in opinion. I mean to put interesting books into libraries, and to keep a large body of readers satisfied. I am convinced, however, that there are a great many good stories for the young, and novels for older persons. I have come to the conclusion that we can get enough good stories and novels for our libraries. One of the most valuable aids which the librarian may avail himself of in selecting books for the young, seems to me to be the different catalogues issued by the Ladies' Commission here in Boston. The ladies who compose this Commission read all books for the young that they think will prove suitable reading, and base their recommendations upon actual knowledge of their contents. They are women of high culture and good judgment, and the results of their work are very valuable. They work, it is true, primarily in the interests of Sunday Schools, and largely in the interests of the schools of a single denomination. But they publish separate lists of books, and all persons are enabled to select such works as they desire, whatever may be their denominational connections, and even if they have no denominational connection whatever. I should be the last person to recommend to the librarians of public libraries the use of catalogues put forth by the publishers of Sunday School books as aids in making selec-

tions for town or city libraries. But, from actual use of the catalogues of the Ladies' Commission, I have learned their value, and feel that I cannot use too strong language in recommending them to your consideration. Indeed, I wish that these same good women, or others like them, would undertake to read novels published for grown-up people, and print frequently lists of such as they find good or harmless.

I think I can assure them of the hearty coöperation of the American Library Association in doing this work, and that the LIBRARY JOURNAL would be only too glad to print their lists. In fact I think the Library Association will not long remain inactive in this field, for its committees see the importance of doing this kind of work, and will not defer its performance if the proposed catalogue of selected books is freely subscribed for. In using the catalogues of the Ladies' Commission it is important to remember that this organization seeks to provide books especially for children brought up under refining influences, and that were the ladies who compose it aiming to provide for the needs of public libraries they would use a little more latitude in the selection of books. Perhaps, also, the fact that gentlemen do not aid in making out the lists, limits somewhat their value. They are not recommended, however, for exclusive use. Mr. Perkins's "Best Reading," and the supplementary periodical called the "Library Companion," give much assistance in selecting good novels.

Of great value in this respect are Mr. Winsor's "Chronological Index to Historical Fiction," and the annotated "Lists of Additions" issued by the Boston Athenæum. The new catalogue of choice books to be issued by this Association will be invaluable to many libraries in helping their officers to make judicious selections of works in the department of light literature. Then we have the best literary

papers and periodicals to refer to. These will continue the main reliance of the officers of the larger libraries when seeking for information in regard to new books, even after long lists of desirable works shall have been promptly published under the auspices of the Association or otherwise.

Having replaced the poor stories in our libraries with good ones, and having ascertained that the quality of its imaginative literature is as high as it can be and yet retain readers, the next step to take is to lead the young away from an immoderate use of the best stories even, to books of other kinds. Mr. Winsor's lists, the one already mentioned, and the annotated catalogue of the books in the Lower Hall of the Boston Public Library of the classes of History, Biography, and Travel, afford much assistance in doing this work. The new catalogue of the Association, in aiming to extend the work done in the latter list to the literature of various branches of knowledge by giving in compact form a good selection of books and numerous explanatory notes, will be of great service.

I would also have in every library a friend of the young, whom they can consult freely when in want of assistance, and who, in addition to the power of gaining their confidence, has knowledge and tact enough to render them real aid in making selections. It is evident that librarians are much interested in the work of raising the standard of reading. Nearly all of their annual reports which come to me have remarks on this subject. Some librarians issue once or twice a year lists of the more desirable of the recent additions, and scatter these about the library rooms, and distribute them among readers. Would not added value be given to these lists were notes to be printed under the titles, calling attention to attractive features in the books? Other librarians are on the point of publishing catalogues of such choice books in their collections as it is most desir-

able for readers to use, for the guidance of parents, teachers, and young persons themselves. Some of the libraries in Philadelphia, following the lead of Mr. Cutter, join in issuing frequent lists of accessions, liberally enriched by selected notes. Two libraries, the Free Public Library of Worcester, and the Young Men's Library of Buffalo, have availed themselves of the very generous offer of the Boston Athenæum, to have printed at its library building annotated lists of their new books, similar to those issued by the Athenæum to its own stockholders. The cost to the associated libraries is very small, and the results secured of great value.

I would remind librarians that they may often do a good work for readers by bringing them into connection with the Society to Encourage Studies at Home, which has its head-quarters here in Boston. The officers of this Society stand ready to correspond with young ladies, to give them advice in regard to reading and study, to provide them with lists of books to use, and, in some cases, to lend at a trifling charge books needed but not readily attainable where desired. The titles of the books in their circulars and on their working lists, and the well-known energy and attainments of the ladies and gentlemen who constitute this organization, are guarantees that the work done under its supervision is of a high order.

A librarian may do much good with little trouble to himself by selecting every morning from the books in the library ten or twenty volumes, one of which may be given by an assistant to any one who asks to have an interesting book picked out for him. It would be a great boon to the more studiously inclined, but not especially well-informed frequenters of a library to form classes from among them to be taken to the alcoves by the librarian, or others for conversation about the literature of different departments of knowledge.

The present time seems to me particularly propitious for raising the standard of the literature in our libraries. Small sums of money, only, are now voted by town and city governments, and we are justified in spending nearly all that can be afforded us for new books. During the last two or three years, as volumes containing exciting stories and novels have worn out, I have not replaced them in the library under my charge, and I am now beginning to put into it a considerable supply of good stories not already there, or duplicates of the best books of this class now on our shelves. Again, many of the libraries have been established a number of years, and have come to have a large body of readers who are using them for their primary purpose of education. We can now retain a strong hold on the community, and yet raise the standard of books-circulated.

My experience in the reference department of the library in Worcester is instructive. I refer you to the last annual report (the nineteenth) for statistics. This shows that out of 30,079 volumes given to readers for use within the library building last year, at least 25,000 were used for purposes of study or serious reading, and also, this being the fact which is particularly interesting in connection with the subject now under consideration, that in eight years an immense change has taken place in the character of the books used by readers. Formerly a large portion of the persons coming to the library used the reference department as a room in which to look at illustrated papers and read stories. Now readers of this class cannot be accommodated; and, while there is an immense increase in the number of volumes given to readers and in the number of users of the room, the use of this department is now almost exclusively, as stated before, for study and serious reading. I introduce this illustration to show that a community can be brought to make a large use of both circu-

lating and reference libraries for the best purposes for which they are provided, and that after a time, at least, the support which is afforded by the readers of sensational literature can be largely disregarded.

It is necessary, of course, to interest large portions of the community in our libraries. Failing in this, we can show no good reason for our existence, and the same clamor will arise in regard to us that is sometimes heard concerning high schools, that only the children of a few tax-payers receive benefit in their operation. But even in starting a library, much may be done to popularize its use by having a well-supplied reading-room attached to it, and by putting into it a sufficient number of books, selected with a careful regard for the interests of the community for which provision is made. Put in, too, an abundance of good novels and stories which rely on incident for their power to interest. Buy as few as possible of sensational books.

Much may be done in school to create and stimulate the taste for good reading. But it would be discourteous and superfluous for me to give advice to teachers in regard to this matter. At the best, I could only emphasize the admirable suggestions in regard to instruction in English Literature and History, and the hints concerning the exercise of reading contained in School Documents, Nos. 29, 1877, and 17 and 21, 1878, issued by the Supervisors of Schools in Boston.

I would advise all teachers who do not now see that their power is practically unlimited to awaken interests in the young that will lead them to read and study good books throughout their lives, to read the above-named documents, and a lecture by Charles Francis Adams, Jr., Esq., delivered in Quincy, and entitled, "On the use which could be made of the Public Library of the Town in connection with the School System in general, and

more particularly with the high and upper-grade Grammar Schools."

This lecture was published originally in the *Quincy Patriot*, and was subsequently printed in a condensed form in the *LIBRARY JOURNAL*, vol. 1, p. 437-41. May I also refer inquirers to a paper in the second number of the same volume of the *LIBRARY JOURNAL*, p. 74-81, entitled "Personal Relations between Librarians and Readers"? I received so many kindly worded letters from friends of education after the appearance of this paper, and its publication was received with so much satisfaction by newspapers in Boston and New York, that I venture to hope that, although prepared primarily as an address to librarians, it contains views and suggestions which teachers would like to become familiar with.

There are some teachers who keep little collections of books for the sake of having them to lend to scholars. There are many schools which have permanent libraries within the buildings in which they are kept. Are there not many others that would do well to procure such libraries?

Why should not all of the public schools, those for the younger as well as the older scholars, become depositories of books belonging to towns and cities, and every head of a school become an assistant librarian, sending to the libraries for a limited number of such books as are desired, and changing them as often as should be thought desirable? With facilities now at hand to aid in the selection of books, the librarian and teacher, acting in concert, could do an immense work in procuring the perusal of good books, and in keeping the young from poor or hurtful literature.

It is my place to invite teachers to come to libraries, and to assure them of the hearty coöperation of librarians in doing any good work they may undertake. Mr. Adams suggests that teachers come to libraries themselves with scholars, and help them to

select books on such subjects as they become interested in.

In Worcester, teachers send scholars in very large numbers to the librarian for this kind of information. Think what a work may be done to awaken a longing for investigation, and to stimulate boys and girls to read and study when both teachers and librarians are capable and interested in their work.

Teachers should have good catalogues and annotated lists of new books at hand. There should be in every school-house a copy of the catalogue of selected books soon to be issued by the Library Association. Let me suggest to school-boards to subscribe at once for a number of copies of this much-needed compendium, and thus secure its immediate publication.

"Talk with scholars, and find out what they are reading," says Professor Northrop. Yes, do so. Let your motto, however, in doing this kind of work, be "regulation," not "prohibition."

When the coming man appears, who, in coöperation with the trustees and librarian of the Public Library in this city, can bring about what I know some of them wish, and what I presume the authorities of the schools desire also, namely, a close connection between the administrators of Bates Hall and the schools of the place, and who has, moreover, the power to attract to the library all persons here in Boston who have questions to ask that books will give answers to, then that institution, now perhaps the best repository of tools in the land, will become one of the busiest workshops in the world, and there will come up from the people a demand which cannot be disregarded for the construction of that much-needed new building which the officers of the library desire, in order that this great popular work may not be impeded for want of room, and there will go out from that institution an impulse that will affect for good the administration

of the libraries of New England and the United States, yes, of England and France, may I not say of the civilized world.

May I make a single suggestion to teachers which I do not remember to have seen in print? If scholars are reading books which you consider unwholesome, why not procure copies of these very works and use them as reading books in day and Sunday schools, and turning the children into critics, and guiding them in their criticisms, lead them to see how trashy these stories are as pictures of life, and how defective in the use of the English language.

One more suggestion. Suppose a boy to be greedy to read Cooper's novels, is it difficult for a good teacher to excite in him an interest to know about real Indians and naval heroes? Could you not pick out for him exciting passages from the works of Francis Parkman, and interest him in the life of the apostle Eliot, or stimulate a desire to discuss the question of the treatment of Indians by civilized men, or to know about uncivilized men in other countries, in the one case, and in the other, turn the

sea-struck inquirer to the lives of Foote, and Farragut, and Nelson, or to Dana's "Two Years before the Mast," or some simple work on practical seamanship.

In conclusion, let me give you an anecdote. I have once in this essay referred to a practice of Mr. E. Harlow Russell, Principal of the State Normal School at Worcester, although I did not mention his name. Professor Russell tells me the following story: One of his sons expressed a desire to read some dime novels. He told him that if he really wished to read some of these books he would take him to a railway stand, and they would buy one or two, and read them together; "but," said he to the boy, "there is another book that I think you would like just as well. Suppose we were to read together 'A Tour on the Prairies,' from the 'Crayon Miscellany,' by Washington Irving." The son had confidence in his father's judgment, and assented to the suggestion. They read the better book together, to the enjoyment and improvement of both. The method of one judicious educator and parent is adduced as an example for others.

ADDRESS OF JAMES FREEMAN CLARKE.

THANKS and hope. These are the words which I wish to say, after hearing these papers. I perceive the immense distance travelled since I first knew libraries and teachers. In my youth a library was regarded as a prison where books were to be confined. The librarian was the jailer, answerable for their safe keeping. Readers and borrowers were regarded with distrust, as those who might injure the books or perhaps never return them. All sorts of precautions were, therefore, taken to keep these pestilent borrowers at a safe distance. But to-day I have listened to librarians who think it a part of their duty to encourage readers to take out books, to

help them how to find the books they want, to assist them in their researches. So, too, teachers in my early days had not yet discovered that it was their duty to teach. This is a great modern invention—far surpassing in importance the telegraph or locomotive. The old-fashioned teacher never taught—he heard recitations. A boy who should ask his teacher to explain a passage in Cicero, or a problem in mathematics, would have been considered impertinent. When the boy came to some difficulty, too hard for his faculties, he was expected to sit helplessly brooding over it till his brain was as dry as a remainder biscuit after a voyage.

That was called "mental discipline." But to-day I have heard school teachers devising plans to assist and encourage their pupils, consulting as to the best methods of inspiring interest in good books, of awakening their minds to the desire of knowledge. Listening thus, I have been feeling all the morning that there was much occasion for thanks and hope.

The question to which all have been giving their thoughts is one which plainly has two sides. In furnishing books to the public it is evidently of no use to give them good books which they will not read. It is also of no use to give them books they will read, if they are bad ones. We, therefore, all agree that we must have books that are interesting, and books which are useful. All agree to exclude immoral books. But within these limits the difficulty comes. The taste for reading must begin with fiction. There are multitudes who will read nothing else. They read only for amusement and nothing else amuses them. Shall we then furnish them an unlimited supply of the sensational reading which suits them, provided there is nothing absolutely immoral in it? On one extreme is the opinion of those who say "Yes; give them an unlimited quantity of Mrs. Southworth, Jules Verne, Captain Marryatt, Mrs. Hentz, Mrs. Holmes, Mayne Reid, and the like. Let boys revel in Oliver Optic and Horatio Alger. This literature is false to life, tawdry in sentiment, full of impossible incidents. But let them have it, go through it, and outgrow it. It will lead to something better in many cases. Or, if not, it is better to have a taste even for this reading, than for idling in the streets, and associating for mischief. These books talk not so foolishly as the street boys talk. These books do not swear, nor do they talk licentiously. They do not teach drinking, profanity, theft and mischief."

At the other extreme stands the opinion

of those who, like Mr. Adams, think it well for people to amuse themselves by such reading, but deny the right of the public libraries to furnish it. "What right have we" they say, "to tax the community to give amusing books to people? Why not just as well tax them to provide free circuses, and free theatres?"

This leads us to ask, "What is a Public Library for, and on what ground do we base its support?"

I suppose the Public Library is for the same purpose as the Public Garden, Public Baths, music on the Common provided by the city, or fireworks on the Fourth of July. Why do we provide these things at the public expense? Because they tend to refine and elevate the people, because they tend to make them contented, cheerful and happy, because they tend to prevent crime by giving a taste for something better than the drinking saloon. Thus they make the whole community more safe and peaceful—they take the place of a police—they supplement the Public Schools. There is no reason why we should not also have Zoölogical Gardens open to the people, Galleries of Art open to the people, Halls where the poor could take their families to hear music, and enjoy cheerful light and warmth of a winter's evening. And if some dramatic representations should be added, where would be the harm?

If it be asked, what right we have to tax the community to provide amusing books for the people who read only for amusement, I ask what right we have to provide books for those who read for instruction? I am a student, we will suppose—why tax the people to furnish me with books for my studies, and not my neighbor with books for his amusement?

The true solution of this question is not to be found in any stiff rules; but in a desire to help young and old to better read-

ing. There are books which are both sensational and instructive. Such books as "Robinson Crusoe," "Gulliver's Travels," and a multitude of others,—the books which never die—Shakespeare, "Don Quixote," Walter Scott, "Uncle Tom's Cabin." Dickens, Charles Reade and similar writers are not so attractive at first, perhaps, but they lie near by.

Let us understand, once for all, that fiction meets an eternal taste in man. It is not merely milk for babes, but meat for men. A man who has no taste for fiction is deficient in some faculty. Reading fiction is not an evil to be abated, but a tendency to be educated, purified and guided. People should be taught to read, not pas-

sively, but actively; to think about what they read, and talk of it. Let us not only watch to see what children read, but talk with them about their reading. In schools there might be an hour or two every week for the teacher to talk with their children about what they have been reading. Parents should talk with their children about their books. Let us try to get more books written which are both interesting and instructive. There are those who can write such books—I see two such persons before me—Edward Hale and Col. Higginson. Exclude bad books by good ones, poor reading by better reading, and take pains not to destroy the taste for fiction, but to elevate it.

ADDRESS OF T. W. HIGGINSON.

I AGREE with most of what has been said here to-day, and yet I think the time has come when it is necessary to put in a word or two in defence of the boys. Has there not been too much said about prohibition, and are we not in danger of drifting back to the old times when, as Dr. Clarke said, it was thought a librarian's chief duty to keep people from the books? I should like to hear less about the means of prohibition in regard to bad books, and more about the ways of substituting good ones. We are learning in the case of drunkenness that we can best resist the dram-shops by outbidding them. Every stone in this building—the Young Men's Christian Union—is an effort to save from vice by offering something more attractive than vice, to the friendless young man who has nowhere to spend his evenings. So I should like to see more effort made to win boys and girls from foolish reading by making good reading more attractive; on the principle on which Luther composed his hymns, that the Devil should not have all the good times to himself.

Do not forget, ladies and gentlemen, this one fact which lies at the basis of all your effort. It is not a bad impulse but a good one which makes the child seek the reading you call sensational. The motive that sends him to Oliver Optic is just that love of adventure which has made the Anglo-American race spread itself across a continent, taking possession of it in spite of forests, rivers, deserts, wild Indians and grizzly bears. The impulse which leads him to Jules Verne is the same yearning of scientific imagination that has made the American the foremost inventor of the world. How much of the great daring of our American civil war was nurtured by tales of adventure, reaching lives that had until that war *no* outlet! You cannot repress these yearnings—you fortunately cannot. They are the effort of the young mind to get outside its early limitations. You cannot check them by prohibition. That is apt to defeat itself. As a child I was allowed to browse freely in a very wide range of reading. But one book that came in my way was ever prohibited—

a book supposed in its day to be a great moral work, "Clarissa Harlowe," but afterwards considered rather improper;—and the only effect was to give me a great curiosity to read it, which I afterwards did, in maturity, and with very great disappointment; for it proved hard reading.

I fear too much of our reasoning is based on the assumed fact that boys are totally depraved and prefer bad fiction to good, and any fiction to fact. I do not believe it, and this I say after spending many years of my life on School Committees and Library Boards. I have told stories to children, I might say by the thousand, and I never yet found a child who did not prefer fact to fiction, if clothed with equal interest. The test of it is this—tell the child a true story, leaving it to be supposed a fiction—then tell the child, "Do you know that this really happened to your own father or your grandmother or your 'sisters, your cousins and your aunts'?" See if the child's eyes do not beam and his delight redouble; what he wants is the story; if it can be proved true, so much the better. On the other hand, in telling children stories from history, see with what delight they cling to their favorite tales as true; what child ever surrendered Captain Smith and Pocahontas to the realm of fiction without a pang?

No! children have a right to demand of us what they always demand,—that if we wish them to read good books we shall make such books interesting. I see before me an old schoolmate who read with me beneath the school-desks certain books which passed from hand to hand among the boys and which the master never saw. There was no harm in them, they were only what is called sensational. There was "The Three Spaniards," a fiction that seemed like truth, and the "Adventures of Baron Trenck," a truth that seemed like fiction. Little cared we which was which, while we were absorbed in the perusal. I

really know nothing more unreasonable than the way in which parents treat their children in respect to reading history. The mother looks up from her novel or the father from his *Daily Tribune* and they say, "My child! why do you not go on with your volume of history?" when no Act of Congress would be strong enough to induce them to read it for themselves; and when the child does not really object to it as being true but as being told in an uninteresting way. The child's refusal does credit to his intellect. If we cannot make sense as interesting as nonsense, it is because we have not learned how to teach or write; we should blame ourselves, not him.

And in dealing with children, I cannot agree with Mr. Adams in the opinion he has just given, that social distinctions make such an enormous difference. I hear with interest everything that comes from that gentleman, for it always bears the stamp of a strong and independent mind. But I would appeal to him from his own experience, whether, if one has to talk to a school-room full of children, it makes so very much difference whether they are the offspring of college professors or of day-laborers? If so, my experience varies from his. I should say that, in America at least, where there is one point of difference between the children of these two classes, there are ten points where they coincide. After all, children are children, and the way to their minds and hearts is much the same, whatever their origin or religion, or in whatever ward of the city they live. It is necessary only to have faith in general human nature, and to give in the simplest way the best we have. If there is a class that is supposed to be hard to reach, the more need to take advantage of any honest way of reaching it. If, as Mr. Green has said, nothing takes hold of a neglected Irish boy, for instance, like Oliver Optic's stories, then I would give

him Oliver Optic in copious draughts, and give it at the public expense; he will be all the less likely to supply himself with the *Police Gazette* at his own cost.

Do not understand me as objecting to any wise precautions; I am calling your attention to the spirit in which we should act. There is one great encouragement: the gradual purification of our cheap literature. Look in our best American newspapers at the end of the last century—I was particularly struck with it, some time since, when I had to go carefully through the early files of the *Newport* (R. I.) *Mercury*—you will there find allusions and double-entendres, such as the worst American newspaper would not now print. There has been nothing like it within my memory; but it is certain that you would find upon the book-stalls, twenty or twenty-five years ago, books more indecent than any now offered publicly for sale—the novels of G. W. M. Reynolds, for example, and others whose names I withhold. I have turned over hundreds of dime novels in such places, within a year or two, without finding a single word of indecency; they are only sensational, and, so far as they deal with thieves and house-breakers, demoralizing; but they are not impure. This is certainly a great step forward. It comes partly from the general march of civilization, for I noticed the same thing in some degree, after an interval of six years, in Holywell street, in London, and along the Paris Quais,—these being once famed as the head-quarters of undesirable literature. But I have no doubt that

in America, the spread of public libraries has had much to do with this visible improvement.

But the demand for the sensational will still remain and must be moderately and wisely met, not absolutely prohibited. It is not more natural for a bird to fly than it is for an active-minded child to wish for enlarged experiences, and to know something of the life outside its own nest. I remember a public school teacher at Worcester, who was a native of Plymouth. (When our visitors consider what a thing it is considered to be even a native of Boston, they must try to imagine the distinction of being actually a native of Plymouth itself!) When her class in the United States History, came to the "Pilgrims" she naturally dwelt very fully on the glories of the historic town, and added at last, with modest dignity, "And, children, I was born in Plymouth!" The scholars heard with reverence, and, after school, a little girl awaited her teacher at the door, and said, with beaming face, "That was *very* interesting which you told us about Plymouth, Miss—, and about your being born there: and, only think, I have a brother who was born—on Saint Valentine's Day!"

This longing to make the most of our material, and to enlarge our life; to super-add another's Plymouth to our own little St. Valentine's Day, is what lies at the foundation of all the reading of fiction. We cannot suppress it; we can only out-bid it by making the truth more interesting.

ADDRESS OF PROF. WM. P. ATKINSON.

I AM sure, Mr. President, that at this late hour, and after all we have heard this morning, the audience do not want many words from me. Indeed, I have not many words to say. I thought when

you kindly invited me the other day to take part in your debates that I might add something to the discussion of subjects which always greatly interest me, but I have sat here this morning and had all my

thunder stolen from me. Here and there, to be sure, I could not quite go along with every sentiment, but on the whole and in the main I have found myself in sympathy with almost all that has been said. And the meeting, it seems to me, has been a very significant one. It proves that we are waking up to the fact that the libraries which are fast becoming such a power in the land are instruments of evil as well as of so much good, and that it behoves us not only to learn how to create but how to use them. It is but a little while ago since the management of public libraries was comparatively a very simple matter. Many of this audience can doubtless remember with me the old Athenæum in Pearl street, presided over by Dr. Bass and good Mr. Abraham. It had not a great many books, and the books had not a great many readers, and those they had may be supposed to have been pretty well prepared by their education to use them rightly. When I think of that as compared with the Athenæum in Beacon street, presided over and managed so admirably by my friend Mr. Cutter, and all the work he is now called on to do, and all the uses, good, bad and indifferent, to which such a library is now put, I can think only by way of comparison of the difference between a lumbering old three-decker and a modern steam iron-clad. But then, Mr. President, it is not long ago since a great iron-clad with I know not how many engines and how much modern fighting-apparatus inside of her went to the bottom through no fault in her construction, but simply because that construction was complicated beyond the power of her crew to manage or even to understand.

So I trust it is not to be with our libraries, but there cannot be a doubt that we are discovering that along with their immensely increased powers of usefulness there is coming a corresponding enlargement of capacity for mischief; that to

make a working library, something more—much more—is necessary than simply to pile books together; that libraries cannot be left to run themselves any longer; that with enlargement of sphere and increasing complication of machinery there have come increased responsibility and a vastly increased demand for skill and knowledge and judgment in the management of so potent an instrumentality.

And everything that has been said here to-day points to the fact that all who are concerned in the management of public libraries are beginning to feel this increase of responsibility. There is a saying very commonly repeated just now,—I believe it is attributed to old Carlyle,—that the true university of to-day is a good library of books. It is one of those half-truths that often do more mischief than complete error. It is true in the same sense that it would be true to say that the instrument of travel to-day is the locomotive; but would it promote intercourse between distant places to multiply locomotives indefinitely, without furnishing any steam to their boilers? If by the saying, it is meant that libraries are to supersede living teachers, or to render living teachers less important in the future, I believe no maxim can be false—rather I should say they tend to increase the responsibility of the living teacher, and to render his function vastly more important. As well might you expect to have a fire on the hearth because you have a pile of combustible material without any spark to light it, as expect to have true education because you have libraries, unless you have living teachers qualified to use them. You will be fortunate if, instead of having a useful fire on the hearth, you do not have a conflagration. Much is sometimes said in the biographies of famous men of the benefit they derived in the days of their youth from "browsing about" at their own free will among the shelves of a great library.

That in the case of some exceptionally vigorous and original minds, on whom a distinctive bent has been impressed by their Creator, such a process may have served in lieu of an education may perhaps be admitted, but in the case of the great bulk of ordinary minds it is simply the most potent of all the branches of the great art of producing universal mental haziness—an art which never flourished so vigorously as it does in these days of magazines and miscellaneous reading. When I see one of these browsing boys I say to him, "Go and study six months at mathematics or chemistry or some other dry and disciplinary study till you are sure you have learned how to think and to read to some purpose. If you don't do that all your 'browsing' will never make you into anything more than an elaborately learned ignoramus."

No, Mr. President, the rapid development of libraries, which is such a marked characteristic of these times, is not going to supersede the necessity of schools and of us teachers. It is only altering their function and increasing their labors. It is only putting a new and potent engine into their hands and laying on them the imperative duty of learning how to guide it wisely. And much that we have heard this morning indicates that teachers and the community at large are ready to meet this new case. We have been dwelling all the morning, now from one point of view, now from another, on that most pressing of educational questions: How shall we teach the rising generation the true art of reading; and nothing among all the papers read has been more encouraging than the account given us by a Boston grammar-school master of the steps taken in this direction in the Boston grammar-schools. In the grammar-schools, Mr. President!—in which there used to reign triumphant that art of mental stultification from which they got their name,—the art that went by the

name of teaching English grammar. The other day a Boston school supervisor took up in a book-store a little book no bigger than my hand, and said to me: "You will not believe it, but that contains all the grammar now studied in the grammar-schools of Boston, and we give the children three years to learn that in." I could hardly believe it. The children are really no longer taught how to walk by being set first to studying elaborate treatises on the anatomy of their legs! And now comes Mr. Metcalf to-day, and tells us that they are actually set to walking—that they are reading and not *parsing* "Robinson Crusoe" in school. It is a happy day for the youngsters, but I fear it will reduce the market value of birch.

The set of the intellectual current of our day is so strong in the direction of physical science that there need be little fear for that. In spite of all obstructions, true elementary science-teaching is slowly finding its way into our schools, and with it will come scientific method applied to other studies. Then we shall learn that a library of books is merely the laboratory and apparatus of the teacher of literature; a laboratory and apparatus which he is to study how to manipulate as carefully as do the chemist and the physicist their far less potent engines.

I said, Mr. President, that while I sympathized with almost all that I had heard this morning, I felt now and then inclined to take exception. I cannot quite agree with my friend, Mr. Higginson's rather rose-colored view of the influence of the Oliver Optics of this day. I don't think it is the really clever boys who are much addicted to Oliver Opticism, and on the limp mind of the ordinary boy I think it has a mischievous influence. He settles down into it and does not rise above it: it is well if he does not sink below it. I don't believe the assertion that is sometimes made, that a taste for better read-

ing is fostered by unlimited supplies of Mrs. Southworth. One might as well say that the youthful digestion was strengthened by unlimited supplies of cheap confectionery. I would not spend a dollar of public money on such rubbish. Fill your town library with *real* books, and then teach people to read them. Surely real books are not necessarily dull books, or even difficult books. Remembering certain passages in my own experience, I could quite enjoy Mr. Adams's amusing descriptions of his fruitless attempts to cater to the unknown intellectual tastes of the so-called uneducated classes. But let me just suggest, if he will allow me, that a part of that ill-success may possibly come from the ignorance of us members of the so-called educated—that is book-educated—class. Why should the so-called uneducated class read a great many of the books? I am sure they are full of learned rubbish. But give them something really good, and, with a little training, they will not be slow to recognize it. "One touch of nature makes the whole world kin." I don't believe in Mr. Adams's unfathomable

gulf. Why, the other day, I sent to a young friend of mine who was teaching a district school away down East, a copy of Lamb's "Tales from Shakespeare," in Harper's "Half-Hour Series,"—and let me ask, by the way, whether Harper's "Half-Hour Series" and "Franklin Square Library" are not to prove the true remedy for the dime-novel-disease,—and she read them aloud to her backwoods boys, who, probably, had never heard the name of Shakespeare, and they pronounced them the best stories they had ever heard. Would not the step with such boys be easy to Shakespeare himself? Another young friend of mine told me the other day that she has entirely destroyed an alarming tendency in the direction of Oliver Optic in a ten-year old brother by simply giving him Scott's "Talisman" to read.

But it is too late for me to speak any longer. I conclude as I began, with saying that I think all the discussions of the morning have been of very happy augury for the right use of libraries on the part of the generation that is preparing to come after us.

ADDRESS OF MELLEN CHAMBERLAIN,

SUPERINTENDENT OF BOSTON PUBLIC LIBRARY.

I AM set down as the last to speak on the subject which has held our attention during the morning session. While listening to the admirable papers which have been read and to the remarks which have followed, I have of course been thinking of what I should say when my turn came; but as the morning hour is so far spent, and as an interval of rest and preparation before we go down the harbor this afternoon will, I am sure, be most grateful to all present, I shall not now say a word on the subject before the conference; but, should you desire it, I will, in accordance

with Congressional precedents, ask leave to print, not an elaborate essay of afterthoughts, but substantially what I should now say were I to occupy the fifteen minutes allotted to me.

Public library statistics show a larger percentage of fiction to be in circulation than of all other classes of reading put together; and of this fiction, a large part is what is called sensational fiction.

The fact that this circumstance is so often noticed, and with so much apparent solicitude as to the remedy, seems to indi-

cate the existence of a serious evil; and I should at once proceed to the remedy were it not that some things have been said to-day showing a possible difference of opinion as to the magnitude of the evil.

For this reason I think we should limit and define the question a little. It is not whether people—young or old—read too much; nor whether there is a class of fiction which may be safely read; but assuming that reading is useful and that some fiction is harmless, whether there is not a class of fiction—usually called sensational fiction—positively harmful, and as such, to be eradicated from public libraries whenever it can be done without endangering their existence or impairing their usefulness.

The difference of opinion, here and elsewhere, seems to depend on the real significance of the term *sensational* as applied to fiction.

It has been said here to-day that the *Iliad* is fiction, and that the *Odyssey* is fiction, and that both are in the highest degree *sensational*. In short, that they are *sensational novels*, and therefore should be proscribed, if *sensational novels* are to be proscribed. Such, at least, seemed to be the argument.

Well, if this be so, then we must newly and more correctly distinguish the objectionable class of books. We all agree that *Homer* and *Shakespeare* and "*Robinson Crusoe*" and "*Peter Wilkins*" and "*Pilgrim's Progress*" (with many other books), though fiction, are true: true to nature and of true artistic construction, and that therefore they may be read without danger to the morals or taste of the reader.

We likewise all agree—or I suppose we all agree—that *sensational novels* may be fairly described as those which are either false to nature, or to morals, or to art, or to all of these, and therefore are injurious to those who read them. They are untrue; and the consequence of familiarity with

them may be summed up in one striking sentence of *George Eliot*,—"The most fearful penalty of untruth is untruth!"

Untruthfulness—sensationalism! see how it has brought the curse of barrenness on literature, statesmanship, theology, art and affairs in our country for thirty years. Thirty years ago we had orators and statesmen respectable at least when estimated by the world's highest standard. We had our men of business known and honored wherever the flag floated. We had our *Bryant*, our—you know the rest;—thirty years later, to-day, we have how few added, or addable names!

And then think of the names which in other lands during the same period have been added to the eternal bead-roll of fame.

Some people seem to regard this merely as a question of minor morals or good taste, and to think that the objection to this class of books proceeds from a squeamishness which would emasculate literature of all its virility. But it is more than that. It is a question of literature or no literature; and as the same vice manifests itself in all departments of life, it becomes a part of a larger question—that of civilization itself. And on a correct appreciation of the nature of this untruthfulness—of its wide-spread diffusion, and the discovery of a remedy, depends not only the usefulness of libraries, but their existence and that of our entire educational system.

But it is claimed by those who admit a certain degree of truth in these statements, first: that for the last forty years, we have been living in exceptional times: amidst the excitements of civil war and of the sensational events which preceded or followed the war; and that as we are now settling down into more quiet times, and returning to a normal condition of affairs, the evil complained of will die out; and secondly, that the love of sensational fiction is an incident of youth, or immature culture, which

will be outgrown by each successive generation as it reaches a certain period of maturity; and certainly so, if no unwise measures are taken to repress that which seems to be inherent.

Well, so far as the love of fiction—I mean good fiction—is merely an incident of the youthful time, we undoubtedly outgrow it as we become men and women; or at least, we come to have a more accurate estimate of its value, and learn moderation in its use.

But will a thousand years' reading of the *Police Gazette* create a relish for Barrow, Coleridge or Channing, or for Scott, Thackeray or Hawthorne? It is a question of *tendency*. Untruthfulness, or a familiarity with it, never begets a love of what is true; nor familiarity with the false in art a love of what is true in art. Such is not the law of generation. Of course no one means to deny that the mere growth of a mind, healthy by nature and living in an atmosphere of good influences, will generally counteract the tendency to love the false in fiction. But librarians have to do with a mass of minds not healthy nor so surrounded by healthful influences, and for such we have to legislate.

But theorizing apart, what is the result of observation? Do we find that those persons—young or old—who indulge in artificial excitements—physical or moral—generally recover a just balance and right tone of mind? Such has been neither my experience nor my observation. In this, as in other matters, the appetite grows with what it feeds upon. Doubtless there are exceptions to this as to other general laws; and we know pretty well what proportion they bear to the mass of readers. Mr. Adams suggests that the child of the professor may be more safely left to its own instincts than the child from the streets. This seems to be so, if by the child of the professor is meant one who inherits the instincts of a line of scholarly

ancestry, and lives under the daily influences of correct judgment and pure tastes. And so, as a rule, the out-of-door children of the country, while they remain there, are in less danger than the children of the city, whose lives are more artificial.

For these reasons I think the reading of sensational fiction should be regulated. To estimate its evil lightly, seems to me to be shutting our eyes to far-reaching and widely pervading consequences; and to leave such an evil to its own cure, like relegating the institutions of learning and morals to the limbo of useless things.

But how shall we fight the evil? I certainly should wish to speak with reserve were I intending to criticise what has already been done or proposed, and with all the modesty I really feel in proposing anything new.

While the present demand for fiction continues, I am not prepared to advise the withdrawal from circulation of every book of doubtful influence, as that would only drive away the class we desire to remain, that we may help them. Nor on the other hand would I rely entirely upon the ordinary means of drawing the attention of such readers to the better classes of books.

The remedy must be co-extensive with the difficulty, and the difficulty is not with the boys and girls alone, nor with what are called uncultured people—for this love of the sensational as opposed to the true pervades all classes and conditions of society. Some of us are old enough to have lived in time when statesmen could hold the ear of the common people in the profoundest discussions of public questions; when congregations could appreciate the costliest thoughts of their preachers, and readers find a healthy excitement in the wit of Pope, the uncommon common observations and reflections of Cowper, and the out-of-door thoughts of Wordsworth. But now!—not that there were not silly

people then, and enough of them. But now!—what men are most popular in the pulpit, in the press, in Congress, in business, in books? It is useless to ask children to be sober, thoughtful or moderate in their pleasures, or very select in choosing them, when everybody else runs riot.

Now to change all this—to bring society, including boys and girls, or a part of it, up to an appreciation of the best things of literature and art, and for those best, to induce them to leave the vicious and the poor, will be a slow process. Our first thought should be to make it sure—not merely temporary, a fashion in vogue to-day and changed to-morrow. We have had a plenty of spasmodic, fashionable endeavors after culture. Thirty years ago, more or less, German literature was the hobby. Its language was studied; its treasures translated into our tongue and read, as became the fashion; and the fashion passed away, leaving no perceptible trace in our literature or thought.

The revolution will never be complete—since revolutions never are complete.

But if we will be content to be slow and sure—beginning at the right end, and especially, if we can secure the coöperation of our public schools generally, and of parents in a reasonable degree, we may hope to change the present aspect of things; and, with this inspiring prospect, that when we have changed the habits of the readers of our public libraries, we shall also have changed the habits of society itself.

As to the means of bringing to pass this desirable end, we are not likely to be entirely agreed, nor is it necessary that we should be. In this country we think well of machinery—for reaping wheat, making shoes—for revivals of religion, for the promotion of temperance, for feeding the poor, for affecting political changes—in our schools, colleges, churches and libraries. And the work is done quickly and after a fashion. But, like most machine

work, the product don't wear, and so neither the excellence nor the permanence of the work very much commends the means. Still, it is our mode, nor are we likely to give it entirely over for any other. So, if we use any other, that must be auxiliary to existing and customary methods.

I have expressed elsewhere, in print, my estimate of the value of individual effort and personal effort as means for effecting a change in the tastes of people who read. I think well of that mode of influence, because one true convert to the cause of good letters will never backslide, and will soon have converts of his own. To take very marked and exceptional examples, but still imitable: recall what Niebuhr did not only for history, but in creating historians, his disciples; what Arnold did for Rugby and the teachers of a generation; what Story did for jurisprudence and a race of legal students; and all these doing their peculiar formative work, not so much by their learning or genius, as by their personal influence over those they called around them. If we had such leaders and would place ourselves under them, we could change the reading habits of the continent in a generation;—change it, not as a fashion, but into a permanent characteristic of the people.

But we lack, and are likely to lack, such leaders. And, in this lack, we librarians must help ourselves. Quite likely we must take the lead, calling about us such associates as we may, and quietly, modestly, each in our own way and in our own sphere, which is the library, endeavor to effect such revolution in the existing things as we may until stronger and wiser men shall come to our aid, and assume their true position as the natural leaders of the literary thought and taste of the people.

We can each inspire one boy or girl at least, with a love of good literature; and that boy or girl will inspire another, and so on indefinitely.

If these observations are too general to be of any value, let me here, in this friendly presence and family gathering, without indelicacy, I trust, advert to an incident in my own life, illustrating precisely what I mean by personal influence:

To-day I see Col. Higginson, and have heard him speak with great pleasure, as doubtless you all have. It was my privilege thirty years ago to have known him for a few months. We then separated and have never met until to-day. Thirty years ago—possibly this very month—certainly this time of the year, we both, recent graduates from our respective colleges—he, a student of theology, and I a teacher of a high school—met in a beautiful town in Southern Vermont. One summer afternoon we walked into the country, discoursing as we went and as young men often do, of books and authors. At that time I was an admirer of a then popular native poet, whom I have since learned more correctly to estimate, and he was fresh from his studies of Wordsworth and Tennyson. And, as for a little rest from the walk and shelter from the heat, we lay along the high, shady bank of a brook, which a mile or two down the stream turned the wheels of busy mills, he told me something of Wordsworth, then chiefly a name to me, and repeated some lines of the great ode of Tennyson also, and remarked how exquisitely he had observed nature, and how gloriously he had sung of what he saw. This was a revelation to me. It was a revolution of my whole life, which has not ceased in its effects even now. And yet the words were few and chance. He little knows—and I not much more—the limits to which these words reached. I am persuaded they are still alive. Perhaps it would become me to say but little more than this—that I carried those new thoughts and feelings into that school; and that out of that school came one of the finest living artists

and one of the best pulpit orators of this country. In after years some of those pupils have given me credit which was really due to Col. Higginson; and I now return to him his own with interest and a heartfelt of added gratitude—to him who, to my thinking, has given to the world some of the very best literature the country has yet produced—to say nothing of the example of heroic deeds. But for him and his books, and especially his personal influence, I may never have noticed the first flower of spring bursting from the snow-blanketed earth, or the beauty of the foam-crested waves breaking off Chelsea beach, or many sights and sounds of nature made alive to the imagination through no intervention but that of exquisite art, in books which one may read, as I have often done, late into the night with no bad dreams ensuing and no morning headache: books, pure, healthy, elevating and sensational in the best sense.

Now what we librarians need is the frequent presence in our libraries of just such men. Their very presence would inspire all comers. Much as we value our literary men and women in their books, and for their public lectures, still more do we value their presence on such occasions as these, and would be glad to see them oftener in our libraries.

In these remarks, I am well aware, I have given no practical details of any plan in which my views could take definite shape; nor have I said what I should so well like to say when I think of the valuable papers to which we have listened. It certainly is not that I have failed to be deeply impressed by their value, and by a sense of personal obligation to those who have bestowed so much thought and labor on their preparation, which must result in still greater usefulness when they appear in a form which will enable us to study them with the attention they so richly deserve.

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In this number are presented the papers, in full, on fiction in public libraries and the reading of children, which occupied the interesting Tuesday morning session of the Boston Conference. One or two of the speakers have taken the pains, at our request, to write out *in extenso* the remarks which they were obliged at the Conference to omit or abridge by reason of the shortness of time, and we are sure they will have the thanks of our readers. Something more was expected from another distinguished speaker, Edward Everett Hale, whose words are pregnant always with common or uncommon sense, than the introduction of Miss Brooks' informing paper; but he also asked "leave to print," and the editorial article in the *Boston Daily Advertiser* of July 2, referred to in our last issue, represents his contribution to the discussion.

The public interest in this discussion was sufficiently shown by the large attendance of teachers and others not librarians, filling the spacious hall of the Young Men's Christian Association, to which, by the happy exigency of the occasion, the Conference was for the time driven. The close and eager attention given by this large auditory, lasting persistently long beyond the dinner hour,

emphasized the fact that this discussion was one the public wanted to hear—a demand further responded to by the general press, which carried the word of the Conference far beyond its immediate hearers. Surely no question can be more vital to far-sighted men, since it touches at the roots of public education. It has to do with an education including but wider than that of the schools; and public education is at the root of our system of government.

In fact, the discussion fell almost at once upon the ultimate question of the limitations of government in respect to libraries—a question which has yet to be very seriously discussed in this country. Mr. Adams represented, or rather suggested, the extreme *laissez faire* doctrines of Spencer's disciples, and Mr. Clarke the opposing school, which goes to the length of favoring public theatres, to keep the people from worse amusements. The American people have a habit of cutting the Gordian knot in such controversies by the middle course of what Mr. Lincoln used to call "horse sense," and probably the question of public libraries will be decided in this fashion. The cry of "*panem et circenses*" is not likely to be raised with any success in this country, nor will public theatres become a feature of American life. But there is a reason for the existence of public libraries, in that it has come to be a part of our national policy to foster general education as the basis of our national life, and whatever may be the discussion as to fiction or no fiction, or the limitations of reading for amusement, public libraries are practically accepted into our system of public education. The question of how far they may amuse is so involved in the difficult problem as to where the line between education and amusement shall be drawn in books (a problem scarcely admitting of *general* solution) that it is looked upon as incidental and subsidiary.

On the narrower question which invites closer and more profitable discussion there is really, amidst all the debate, a resultant opinion—that people must be given the best books they will read; that fiction in public libraries should be treated as practically a means to an end, and that the application of this general principle must vary according to the characteristic constituency of any given library. There must always be this unknown quantity in any general equation. This view was directly brought out by more than one speaker, and is practically "the conclusion of the whole matter." It is worth noting that English librarians seem to be more skeptical than American as to the value of fiction.

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- Prof. C. K. Wead (193), State Univ., Ann Arbor, Mich.
- L. B. Wetherbee (141), Merc. L., San Francisco.
- A. E. Whittaker (123), Ln. Merc. L., San Francisco.
- S. F. Whitney (73, N., B.), Ln. P. L., Watertown, Mass.
- Miss E. F. Whitney (28, P., B.), Ln. P. L., Concord, Mass.
- E. Wilder (149), Pres't L. A., Topeka, Kan.
- T. Hale Williams (168), Ln. Athenæum, Minneapolis, Minn.
- W. B. Wickersham (154), Sec. P. L., Chicago.
- D. Wight (142, B.), Ln. Morse Inst., Natick, Mass.
- H. Wilson (178), Ln. Mechanics' Inst., San Francisco.
- S. Worthington (40, P.), Friends' Hist. A., Phila.
- Elizur Wright (289), Consulting Actuary, Boston.
- Mrs. S. A. Wrigley (140), Ln. Morrison L., Richmond, Ind.
- James Yates (187, P., L.), Ln. F. L., Leeds, England.
- A. B. Yohn (183), ex-Ln. P. L., Indianapolis.
- Y. M. L. A. (89), Ware, Mass.
- J. C. Zachos (82, N.), Cooper Union, New York.

PERIODICALS.

- Albany (N. Y.) Evening Journal (318).
- Baltimore (Md.) School Journal (247).
- Boston Commercial Bulletin (249).
- Boston Home Guardian (357).
- Boston Index (316).
- Boston Journal (282).
- Boston Literary World (370).
- Boston Watchman (236).
- Bristol (Pa.) Bucks Co. Gazette (358).
- Buffalo (N. Y.) Christian Advocate (251).
- Burlington (Vt.) Free Press (237).
- Camden (Me.) Methodist Herald (238).
- Chelsea (Mass.) News (248).
- Chicago (Ill.) Educational Weekly (364).
- Clinton (Mass.) Courant (224).
- Cortland (N. Y.) Standard (304).
- Delhi (N. J.) Delaware Gazette (363).
- Dillsburg (Pa.) Bulletin (252).
- Dorchester (Mass.) Beacon & News Gatherer (234).
- Downington (Pa.) Archive (245).
- Exeter (N. H.) News Letter (254).
- Flatbush (L. I., N. Y.) Kings Co. Rural Gaz. (308).
- Fort Plain (N. Y.) Mohawk Valley Register (239).
- Freehold (N. J.) Monmouth Enquirer (309).
- Gardiner (Me.) Home Journal (221).
- Gloversville (N. Y.) Intelligencer (306).
- Hartford (Conn.) Christian Secretary (226).
- Hartford (Conn.) Religious Herald (311).
- Indianapolis (Ind.) Sun (310).
- La Fayette (Ind.) Daily Courier (327).
- Lansingburgh (N. Y.) Gazette (303).
- Lawrence (Mass.) Daily and Weekly Eagle (230).
- Lewiston (Me.) Bates Student (233).
- Lockport (N. Y.) Daily and Weekly Journal (326).
- Manchester (N. H.) Daily Union and Union Democrat (325).
- Meadville (Pa.) Crawford Journal (317).
- Milton (Pa.) Miltonian (315).
- Morrison (Wis.) Wis. Journal Education (355).
- Naples (N. Y.) Record (302).
- Newark (N. J.) Daily Advertiser (362).
- New London (Conn.) Telegram (229).
- Newton (Mass.) Republican (305).
- New York Observer (232).
- Nyack (N. Y.) Rockland Co. Journal (321).
- Palmer (Mass.) Journal (361).
- Phelps (N. Y.) Citizen (246).
- Phelps (N. Y.) Neighbor's Home Mail (320).
- Philadelphia Sunday School Times (227).
- Phoenixville (Pa.) Messenger (240).
- Plattsburg (N. Y.) Sentinel (235).
- Plymouth (N. H.), Grafton Co. Journal (313).
- Port Chester (N. Y.) Journal (253).
- Port Jefferson (N. Y.) L. I. Leader (250).

- Portland (Me.) Advertiser (360).
 Portland (Me.) Zion's Advocate (324).
 Provincetown (Mass.) Standard (228).
 Rochester (N. Y.) Campus (323).
 Salem (Ohio) Educational Monthly (354).
 Somerville (Mass.) Journal (322).
 Southbridge (Mass.) Journal (314).
 St. Albans (Vt.) Advertiser (312).
 Trenton (N. J.) Staats Journal (225).
 Turner's Falls (Mass.) Reporter (319).
 Walcottville (Conn.) Register (205).
 Waldoboro' (Me.) Lincoln Co. News (255).
 Wilmington (Del.) Daily Commercial (243).
 Worcester (Mass.) Spy (307).

LITERATURE CONCERNING INJURIES TO BOOKS BY INSECTS.

BY DR. H. A. HAGEN.

[To accompany his Conference paper in July—August
LIBRARY JOURNAL, p. 251.]

[The works with * could be compared here.]

1724. FRISCH (J: Leonh.). * Beschreibung von
allerlei Insecten in Teutschland, etc.
5 Theil. Berlin. 4°. Reimpr., ibid., 1736.
p. 25-27.

The substance is given in my paper; he speaks about the
injuries done by *Anobium panicum*; figured before by
Frisch, 2: 8.

1743. No: 2 ZINKEN (G: H:). Leipziger Samm-
lungen von allerhand . . . dienlichen
Nachrichten, etc. Leipzig, 1742 etc. 8°.

In 2: 324 are given remedies against insects which destroy
books.

1782. PREDIGER, Chr. Er. Der . . . Buchbinder
u. Futteralmacher. Ansb., 1772. 4 v.
8°. Plates.

The first edition published in Leipzig before 1754 is un-
known. The book was published again in 1772, 4 v., 8°,
in Leipzig.—No: 3.

- 1754 * GENTLEMAN'S MAGAZINE. London, May,
1754, v. 24, p. 73.

The substance of a somewhat detailed extract of Mr.
Prediger's first book is reproduced in my communication.

1755. (Berliner?) Realzeitung, p. 285. Remedies
proposed against insects which destroy
books.

- 1758-62. Dresdener gelehrte Anzeigen, 1758,
p. 285, 417; 1762, p. 7, and Stueck
6, 8, 23, 33. Remedies proposed against
insects which destroy books.

1766. LINNÉ (Carl von). Report on a beetle,
Tinus fur, which is very injurious to
libraries. In Rikes Tidningar, Stokholm,
1766, no. 63; translated in: Berlinisches
Magazin . . . der Naturgeschichte, etc.
Berlin, Wewer, 8°, 1769, 4: 411-414.

1774. MEINECKE (J: F:). * In: Entomologische
Beobachtungen. Published in: Der
Naturforscher, 3. s. Stueck, Halle, 1774,
8°, p. 55-62.

He quotes p. 63 Frisch's observations, and gives, p. 78-79,
some general rules for the preservation of libraries, of which
the substance is incorporated into my communication.

1775. HERMAN (J:) and FLADD (J: Dan.). Drei
Preisschriften, die den Urkunden und
Buechern in Archiven und Bibliotheken
schaellichen Insekten betreffend. Han-
nover, 1775. 4°. p. 54.

P. 1-21 by Herman, p. 23-39 probably by Fladd, p. 41-54
by an anonymous writer.

Herman's and Fladd's works are reprinted in Hannover.
Magazin 1774, p. 1458, and 1775.

Herman's alone translated in Italian in *Opuscoli scelti*, 1778,
vol. 1, p. 28-37. All three reprinted in *Kruenitz Encyclo-
paedie*, vol. vii, p. 328, in the article *Buecherinsecten*.

A report of all three works in *Goettinger gelehrte Anzeigen*,
1774, p. 737-746, and out of this in *Berliner Sammlungen*,
1775, v. 7, p. 383-396.

Mr. Fladd has given an addition to his work in *Goettinger
gelehrte Anzeigen*, 1776, p. 849-851; which is reported in
Berliner Sammlungen, v. 9, p. 493.

In Hannover. Magazin for 1792 and 1794 are stated to be
given some additions.

1781. BUCHOZ (P: Joseph). Histoire des insectes
nuisibles. . . [Anon.] Paris, 1781.
12°, p. 342. Translated into German by
J. A. E. Goeze: * Geschichte einiger der
Menschen, Thieren, Oekonom. und Gaert-
ner. schaedlichen Insecten ed. Leipzig,
1737. 8°.

At p. 218-219 are given some odd notices about mites eat-
ing books, partly reproduced in my communication.

1809. POZETTI (Pompilio). Pensieri sopra un
particolare Insetto nocivi ai libri ed alle
carte, e sopra i mezzi da usarsi per liber-
arne le Biblioteche. (In Mem. Soc. Ital-
iana, Modena, 1809, v. 14, 2, p. 92-100.)

1811. HUMBOLDT (Alex. von).

* In his Political essay on New Spain (French ed., Paris,
1811, 4°), Engl. edit., 4: 135, tells that the rarity of old books
in America was in consequence of the depredation of white
ants.

1836. WESTWOOD (J. O.). * Description of a
minute coleopterous insect, forming the
type of a new sub-genus allied to *Tomicus*,
etc. (In Trans. Etom. Soc. London,
1836. F. 1, p. 34-36 pl. 7 f. 1.)

The small beetle, *Hypothenemus eruditus*, had destroyed
the cover of a book of pasteboard and paste, both of which
materials were consumed. Mr. Lumley, the owner, did
not know from what quarter he received the book.

Count J. A. Ferrari, in his work, *Die Forst und Baum-
zucht schaedlichen Borkenkaefer*, Wien, 1867, 8°. p. 7.

supposes that *H. eruditus* is imported with the book, and probably identical with *Bostrichus ruficollis* F. from Brazil. In Gemminger and Harold *Catalogus Coleopterorum*, 1872, vol. ix., p. 2679, the patria of *H. eruditus* is said to be unknown, and Dr. John L. Le Conte, in *The Rhynchophora of America north of Mexico*, 1876, 8°, p. 442, says that no specimens are found in those countries.

I am indebted to Mr. S. H. Scudder for the notice of Westwood's article.

1837. L'HERMINIER (Félix L.). * Observations sur les habitudes des insectes de la Guadeloupe. (*In Annales de la Soc. Entom. de France*. Paris, 1837, v. 6, p. 497-513.)

Extr. in *Isis*, 1837, 4, p. 311, and 1848, 6, p. 463-467. The memoir was given previously to the government, and there is an Extr. in *L'Institut*, 1833, p. no. 8, p. 62-63. The somewhat detailed account on the injuries done to books by a beetle, *Dermester Chinensis*, and the remedies against it are given in my communication. Erichson, in *Wiegmann's Archiv fuer Naturgeschichte*, 1838, v. 4, 2, p. 206, remarks that *Dermester Chinensis* is the well-known *Anobium panicum*, and to this beetle cannot belong the larva described by L'Herminier. Therefore his insect is still unidentified.

1843. BOBE-MOREAU. * Mémoire sur les Termites observés à Rochefort et dans les divers autres lieux du Deptmt. de la Charente-Inférieure. Saintes, 1843. 8°. 11 sheets + 1 pl.

Full record of the ravages of the white ants in France.—The substance is given in H. Hagen, * *Monographie der Termiten*. (*In Linnaea Entomologica*, Berlin, 1855, 10: 127-136.)

1851. POEY (Felipe). * El Anobio de las Bibliotecas. (*In Memorias sobre la historia natural de la isla de Cuba*, Habana, 1851, 4°, p. 228-235, pl. xxii f. 7-14, 17-21.)

A report on the ravages and habits of an insect called by Professor Poey, *Anobium bibliothecarum*. There is no reference whatsoever of this insect in scientific works, and Dr. J. L. Le Conte informs me kindly that the form of the antennae and the shining not pubescent body indicate that it belongs to the genus *Eupactus*. The species is not known.

1864. SCUDDER (S. H.). * On the habits of *Tomicus eruditus*. (*In Proc. Boston Soc. N. H.*, 10: 13-14.)

I am indebted to Mr. Scudder for this article. After a careful comparison of Mr. Westwood's article, I believe that the injury described by Mr. Scudder belongs probably to *Anobium panicum*. Westwood says only "the cover is eaten in every direction," and the rough diagram of the destruction is by no means different from those of *Anobium*. The description given by Mr. Scudder differs at least in nothing from the injuries done by *Anobium*.

1876. HAGEN (H. A.). * The probable danger from white ants. (*In American Naturalist*, 1876, 10: 401-410.)

The substance is given in my paper; some remedies are proposed.

UNITED KINGDOM ASSOCIATION.

AUGUST MONTHLY MEETING.

THE tenth monthly meeting of the second year of the Association was held at 8 P. M. on August 1, at the London Institution, Mr. W. H. Overall in the chair.

The minutes of the previous meeting having been read and confirmed as correctly entered, Mr. Railton was proposed for membership as a non-librarian.

Among the donations placed on the table was a copy of the third part of the *American Catalogue*.

A paper by Mr. Axon, "Notes on Chinese Libraries," was read by the secretary in the absence of the writer. A discussion ensued, in the course of which it was pointed out that Earl Crawford possessed one of the most extensive Chinese libraries in Europe, after the collection in the British Museum. A vote of thanks was passed to Mr. Axon for his interesting paper.

Mr. C. Welch exhibited a card cabinet, constructed, with some modifications, after the pattern of that described by Mr. Cutter in his paper on *Library Catalogues* in p. 556-8 of the *Public Libraries Report*. There are five drawers, each divided lengthwise by a partition slightly lower than the sides, and holding 625 cards in each division. The drawers are secured by a button fixed to the middle of the horizontal shelf above each; a small notch cut in the back enables the drawer to be taken out when the button is turned. The cards are secured by a rod passing through a hole cut in the bottom left-hand corner of each, and the end placed in two wooden blocks, the back one being movable and the front one fixed. The rods do not pass through the ends of the drawer, and as long as the drawers are in the cabinet the rods cannot be removed. When it is necessary to remove or insert cards, the drawer is opened, and the button turned parallel to the sides, when it can be taken out, and the block at the back lifted sufficiently to allow the rod to be drawn out over the back of the drawer. The specimen exhibited was made by Mr. Henry Stone, of Banbury, and similar ones can be supplied at 30s. The improvements are adopted from the cabinet in use at the Guildhall Library. Each drawer will hold 1,250 cards, the whole case 6,250, thus sufficing for the catalogue of a library of 2,500 works, at the estimate of 25 cards for each title.

It was announced that the Council had decided to print and circulate a specimen of the index to current periodical literature according to the plan proposed by Mr. Bailey at the April meeting, and that Messrs. Bailey and Welch had undertaken to prepare the specimen for publication.

SEPTEMBER MONTHLY MEETING.

The eleventh monthly meeting of the second year of the Association was held at the London Institution on September 5, 1879, at 8 p. m., Mr. George Bullen in the chair.

The minutes of the previous meeting having been read and confirmed as correctly entered, Mr. Railton (proposed as a non-librarian at the August meeting) was elected a member, and Messrs. G. Lovejoy, G. J. Smith, H. Stone, and E. Worrall were proposed as members.

Messrs. J. W. Knapman and C. Welch were appointed Auditors for the present year.

A paper on "How to index the contents of current periodicals, without transcription," by Mr. W. Archer (Librarian of the National Library of Ireland), was read by one of the secretaries in the absence of the author. Mr. Archer began by referring to the proposal of Mr. Bailey "On making the continuation to 'Poole's Index' of use in library catalogues," read at the April meeting and printed in the LIBRARY JOURNAL for June. In this plan librarians agreed to take up certain periodicals, and to send slips of their contents to a central bureau, where they might be classified and published as an index. Mr. Archer thought the work would be done better if publishers and learned bodies issuing publications could be induced to help. Accompanying each periodical there was already a printed list of contents, to which the printer should only add the abbreviated name of the periodical and the number of the volume to each entry. Half a dozen copies of each list should be printed off, stitched together, and issued with the part. The different titles would then be cut up, pasted on cards, and arranged under either author, subject, class, or title. In this way each library would have a catalogue of the contents of the periodicals it actually possessed, whereas by Mr. Bailey's method a much larger number have to be indexed. The writer considered that, although Mr. Bailey's proposal was useful as regarded periodicals of a past date, his own proposition of publishers' title-slips (which had been already suggested for the titles of books) would be found more practicable for future use in individual libraries. The cost of the necessary cards and cabinet would be nothing compared with the advantages to readers; for the amount of literary materials thus ready for indexing is immense. Leaving out of view the publications of societies, a library takes in, say 200 periodicals: assuming, for facility of calculation, that they are all monthlies, and that each part has 8 to 10 articles, they will give some 20,000 to 25,000 titles per annum, requiring otherwise all the labor necessary to catalogue independent

works. If the members looked favorably upon his scheme, Mr. Archer suggested that a circular should be addressed, in the name of the Association, to publishers of periodicals and to secretaries of learned societies issuing publications, with a view to obtaining their coöperation.

In moving a vote of thanks to Mr. Archer for his communication, the chairman said that he could not help thinking of the extra work which would thus be put on very many overworked librarians. Mr. Tedder remarked that Mr. Archer ingeniously proposed that publishers should do the librarian's work, a suggestion which he did not think was so likely to succeed as that of the index of Mr. Bailey, of which a specimen would shortly be in the hands of members. Mr. Welch considered that the question of the cost and the stowage of the cards would be quite enough to condemn the scheme.

A specimen of the "Stylograph" was shown, and its capabilities of writing for a long period without requiring a fresh supply of ink explained by Mr. Nicholson. Messrs. Trübner exhibited a model of the simple and ingenious "Library Recorder," said to have been "invented" by Mr. R. C. Walker, principal librarian of the Sydney Free Public Library; but the members present failed to discover in the Library Recorder anything but a primitive form of the well-known "Indicator," under a less happy name. The Recorder consists of a cabinet of small slides, holding wooden tell-tales (each numbered), which can be drawn in or out.

A NEW PLAN FOR LIBRARY DELIVERY.

The following circular tells its own story:

OFFICE OF THE LIBRARY DELIVERY CO.,
Boston Athenæum.

We respectfully inform you that the Library Delivery Co. will draw books and deliver them in any part of the city for five cents a trip, returning them to the library free of charge.

Postal call cards are furnished to patrons, who have simply to write upon them the author's name and the title of the books desired, with their own names and addresses, and to drop them in the mail box. On their arrival the books will be drawn and delivered, and any books to be returned will be taken back *free of charge*.

Annotated lists of the new books received by the Athenæum will be furnished at the library price, 25 cents a year.

The new arrangement places the library within reach of all who from whatever cause cannot or do not wish to visit the building.

The delivery service will not only be found cheaper than any circulating library but it will also save its patrons all the annoyance and loss of time required in visiting and waiting to be served.

For further information apply to or address

C. A. CUTTER, *Librarian, or*
NEFF & DENNINGER, *Proprietors.*

A comment on this new plan, in the Boston *Courier*, speaks humorously of this "prospect of a considerable extension of the Public Library, a new arrangement by which the Public Library is to have not ten, but innumerable branches, by which every house is to become, potentially, a branch, by which books are to be delivered at our doors as letters and newspapers are, and learning is to flow into our houses from its storehouses in Boylston Street and on Beacon Hill as gas does from the gas-holders, or water from the Chestnut Hill Reservoir. This is the enthusiastic way of putting it, the way to talk of it to our New York friends. The plain matter of fact is that arrangements have been made to draw books from the Boston Athenæum, Boston Public Library (to which are to be added hereafter the Medical, Social, Law, and perhaps other libraries), and deliver them at the houses of borrowers, and return to the library any books that are ready for return, for five cents a trip. What a boon this will be for the man of business who has not time to go to a library and wait while his book is found and charged to him, to the intelligent workman who cannot afford car-fares from his distant factory to the house near the Common, to the infirm and to the sick, to every one in rainy or snowy or slippery or roasting weather, it is easy to see. We fear it will ruin the Public Library, because it will increase its circulation to an unmanageable extent. We fear it will ruin the circulating libraries, because it will cut off their circulation altogether. Bostonians will read more books and become more short-sighted than ever."

C. A. C.

THE CROTON BUG AS A LIBRARY PEST.

At the meeting of the American Library Association, in Boston, I made a brief statement of the injury done by the Croton bug upon covers of books. I found these insects the worst pests we had in libraries in this latitude, and noticed that they very often were carried about in packages of books from the bindery. They attack the starch or sizing in the cloth covers, and often destroy the gold literally to secure the little albumen used in that work.

After several trials, I found the most effective

remedy for these pests was a plentiful supply of a powder in which *pyrethrum* was the principal ingredient. With a small bellows, this powder was thrown among the books on the shelves and allowed to remain. Once a year seems to be sufficient to keep them out.

On my return from Boston, I wrote a note to Professor Riley, making inquiry as to the habits of the Croton bug, etc., and received the following reply:

DEPARTMENT OF THE INTERIOR,

Office of the U. S. Entomological Commission,
Washington, August 4, 1879.

W. Flint, Librarian, U. S. Patent Office, City.

DEAR SIR: I regret very much that a prolonged absence in the south has prevented an earlier reply to your favor of the 14th ult. The name of the "Croton bug" is *Blatta Germanica*, an insect originally introduced into this country from Europe, just as its larger congener, *B. orientalis*, was. I have long considered it the worst pest we have in libraries, and was a little surprised that Dr. Hagen made no mention of it in his paper read before the American Library Association. The larger species (*orientalis*) also helps in the work, as you remark, and as shown by what Dr. Hagen quotes from Mr. J. A. Lintner; but the Croton bug is so much worse than any of the others, that all combined are not as mischievous. It shows a decided preference for books bound in green cloth, and seems to me to gnaw into and loosen the fibres of the fabric solely for the purpose of getting at the sizing or enameling. The worst of it is that this pest attacks books in the best kept libraries, and is indifferent whether the works be old and musty or just from the bindery; and the newly hatched roaches get through such a small crevice, that it is very difficult to get a book-case tight enough to exclude them. I have been able to discover no remedy beyond diligence and the use of a little *pyrethrum* occasionally sprinkled about the shelves; but I make it a point nowadays to have all books bound in leather, such not being touched by the *Blattas*. This, and the other fact that it confines its injuries to the outside of the book and never affects the inside or more essential part thereof, form the only two redeeming traits in the little rascal's habits. Believe me, yours respectfully,

C. V. RILEY.

It will be seen that Professor Riley takes the same view of the destructive tendencies of this insect, and proposes the same remedy. One care should be taken: to open packages coming from the bindery before they are admitted to the library. This will keep them out. If they do get among the books, use the powder immediately. The *py-*

retinum is perfectly harmless to the human system, though a powerful insecticide.

WESTON FLINT.

CONVICTION FOR BOOK THIEVING.

A GOOD piece of work has been done at the Worcester Public Library in behalf of free libraries and their honest frequenters. In the latter part of July, Mr. Green caught a young man of 22, named Arthur V. Knight, stealing a book; he obliged him to confess, and investigation developed the fact that he had been guilty of a similar previous offence. The matter was brought before a meeting of the Board of Directors, at which eleven out of twelve were present, and Mr. Green was directed, by a unanimous vote, to enter complaint. Much pressure was brought to bear by relatives and friends of the young man, who were respectable people, and one relative urged that the young man should be let off with only the costs of prosecution, since, if he were fined, the friends would be obliged to cover his fine. In view of this fact, the Judge, on the conviction of the prisoner, which followed promptly, fined him \$30, besides \$15 costs, but suspended the execution of the sentence, with the understanding that the culprit should have a reasonable time to pay the fine from his earnings, rather than to shift the burden upon relatives who are guiltless. He is now at work under supervision of his relatives, one of whom gave bail, with a view to earning this money himself. In this way, a direct lesson is enforced, the community protected, and a young man, perhaps, prevented from more serious crimes. It is to be hoped Mr. Green's course will be followed elsewhere.

COMMUNICATIONS.

THE A. L. A. CATALOG.

PHILADELPHIA, August 23, 1879.

IF it is not too late, may I make a suggestion touching the A. L. A. Catalog. All the lists of books for reading that I have seen, down to Miss Bean's excellent one, lack *graduation*. Those for whom such lists are prepared are not informed as to the character of the books best suited to them, and of course cannot select wisely, even from a good list, without some additional help. Take Miss Bean's forty titles on English History. How is any young reader to know which one is best suited to his wants?

What is needed in all our libraries is a graduated course on various subjects of history, science, literature, biography, philosophy, art, etc., the juvenile

or elementary books placed first, then those adapted to more advanced readers. Or, the character of the books indicated by difference of type, and by explanatory notes.

Lists judiciously prepared on some such plan would be of incalculable benefit to very many readers, and they would be equally useful to those who are starting small libraries.

If not too late, I hope the committee will attempt something in this direction.

Very truly,

JOHN EDMANDS.

THE TRUE LIBRARY SPIRIT.

WE presume to print this private letter, suppressing names, to show what an earnest librarian can do even when out of a position:

"Shortly after my very sudden and unexpected loss of the position of State Librarian, I was invited to take charge of our city library, an enterprise in its infancy. As I loved the library work and felt that I was better fitted for it than for any other, and believed I could do some greatly needed labor here, I accepted the position at a nominal salary and took hold heartily. There was a great deal to discourage and everything to be done, and that without any "library helps" in the way of catalogs, late works of reference, etc. I persuaded the management to purchase a few such works, bought and begged a few myself, re-numbered and rearranged the books, and have nearly completed an Index of its contents, after the style of the Quincey Catalog, which I consider excellent for small libraries. The teachers are becoming interested in the library and send their pupils to me with innumerable questions. To be able to give information, or to point others to the works which they want but cannot name, in the investigation of any subject, in short, to *command my forces*, is the delightful part of this work.

I believe the library association feel encouraged and I intend to remain here, at least until it has attained a fair footing. In the meanwhile, to eke out my salary I make out briefs for attorneys and copy opinions."

EXCERPT.

"I wish here to acknowledge the debt I owe the JOURNAL. I have read every number which has appeared, and have derived much benefit from so doing. I have learned things before unknown, and have gained a clear conception of many other things which before I saw but dimly.

Baltimore.

"JOHN PARKER."

BIBLIOGRAPHY.

EDITED BY CHARLES A. CUTTER.

[The extracts made in this department are much condensed, and connecting words are often altered or inserted in order to piece the sentences together.]

A. *Library economy, history, and reports.*

BOSTON PUB. LIB. 27th an. report. n. s., 1879. 73 p. O.

The Trustees' report urges the need of a new building. They say, in regard to Fiction:

"The theory from the outset has been, that a taste for reading once formed would continue to rise: that the mind having been fed sufficiently with the thinnest possible intellectual viands would naturally seek a stronger nutriment; that the sweetened or palatable food, not deemed hurtful in juvenile development, would by and by assist in forming a healthy appetite. If intervals of leisure were not innocently employed, other conditions would arise to fill the vacuum, of at least questionable tendency. Mental occupation, even in the lowest form of simple amusement, is a direct gain to the classes which gradually become dangerous for want of any employment in their leisure hours. In furnishing reading, then, from a free library to every grade, even the lowest in the community, it is certainly for the benefit of the body politic that a class of books suited to its capacity should be furnished at the public expense."

The Examining Committee repeat the demand for a new building. "How can any important literary production, such as Macaulay's history, for example, which requires for its composition access to large stores of books, such as only a Public Library affords, how can such a work be accomplished here, where no privacy is afforded the student, and no opportunity for consulting numerous volumes at the same time, and of keeping them together over night in one place reserved for his use on the succeeding day? In the present crowded state of the Library building, scarcely half-a-dozen people can each be supplied with a table and the opportunity of making notes from the book he is consulting."

"The examination of the shelves of Bates Hall has shown how few are the books that have never been taken out. Volumes on all sorts of remote and generally uninteresting subjects will be found to have gone out at least once or twice from the Library. Indeed, it would seem as if there were scarcely a book printed that some one did not want to see at some time."

"In view of the fact that the only complete catalogue of the Library is the Card Catalogue, the use of which is not understood by the majority of applicants for books, we earnestly recommend that some person or persons be specially charged with the duty of finding the numbers and making out slips for books asked for. It seems almost a hopeless task to the uninitiated to find the particular title and number he wants, when referred to an array of 1,000,000 cards. Such a person could be of great service to readers by advising them in regard to the best works on the subject they were studying. We hope in time some more perfect form of catalogue may be devised than the present one, which seems fast becoming unwieldy."

The Librarian urges the need of a new building.

"A bookbinder of experience and good judgment was engaged to go through the alcoves, taking down each volume, removing the dust from the books and shelves, and making such repairs of the bindings as would serve to arrest the prog-

ress of deterioration. In about seven months after entering upon the work the binder will have gone entirely through Bates Hall: and, after the first year, the annual spring cleaning will be unnecessary. It has also been made a part of his work to correct the maladjustment of shelves to books by which they are relieved from uneasy and damaging positions."

"The problem, as it seems to me, is this: How to make the Public Library, in like manner as the public school, an instrument in the hands of the public teacher of imparting knowledge at the public expense to those whom the city is under legal obligations to educate."

"What I have in mind contemplates some restriction upon the indiscriminate and often harmless use of the Public Library by pupils in the public schools while they remain such, and substitutes therefor its use under the guidance of the legally constituted instructors of youth; nor, as I conceive, is this course open to any theoretical objection. The public now claims and exercises the right, and with legal sanction and obligation as well, to determine the kind of education it will furnish to children at the public expense, and from what books they shall or shall not be taught; and with equal right and propriety, as it seems to me, the public may determine what books for reading it will provide for children, and under what direction they shall be read."

"What I respectfully submit to the consideration of the trustees is the propriety of setting apart some portion of the annual appropriation to meet the requisitions of teachers of the public schools, by the purchase of such books as in their judgment might be useful to their pupils, and these books to have their local habitation in the several school-houses under their charge, but always to remain the property of the Public Library, and subject to such regulations as might be found necessary."

Added, 14,926 v., 14,596 pm.; total, 360,963; issued, 1,180,565; losses, 101.

CHICAGO PUB. LIB. 7th an. report, June 9. Chicago, 1879. 32 p. O.

Added, 4287; condemned, 1848; total, 60,423; issued, 368,428.

"The statistics of all the large circulating libraries in this country and England, continued through a series of years, have proved that there is a law which governs the relative selection of books from a well-furnished library, which is as sure and unvarying as that which regulates the average temperature of the seasons, and the average term of human life. Nothing is more uncertain than the kind of books an individual will select; but the selections of a large mass of people will have the same relative proportion year after year, and it will be the same in different communities of the same grade of intelligence and culture. If there be any marked variation from these general results, there is a local cause for it, which can be readily ascertained. The cause may be that certain classes of the people, as in the large circulating libraries of New York and Philadelphia, do not have the privilege of using the Library; it may be that the Library is not liberally supplied with certain kinds of books. Our Library is not supplied with English prose fiction and juvenile books as are the other large circulating libraries in this country and in England, and hence that portion of our circulation is about fourteen per cent. below the general average. Individuals change their selections and have a tendency to read better books; but new readers come in and take their places, and the statistics of circulation remain unchanged."

CRITICUS, *pseud.* The Nottingham Free Public Libraries. From *Nottingham d. Express*, Feb. 12. Broadside.

A sketch of the history and condition of the libraries. "We are in hopes of seeing a reference library in Nottingham scarcely inferior to the one lately burnt at Birmingham."

HALLIDIE, A. L. Public libraries; address at the opening of the San Francisco Pub. Lib., June 7, 1879. *n. p., n. d.* 3 p. sq. O.

HARTFORD LIB. ASSOC. 41st an. report. June 2. Hartford, Conn., 1879. 26 p. O.

Total, about 30,000; issues, about 30,000 (Fiction, 67 per cent.).

LIB. ASSOC. OF THE U. K. The sizes of books. [London, 1879.] 4 p. Q.

Accompanied by a 4 p. circular of questions submitted to librarians. An abstract of both in *LIB. JOURN.*, 4: 199-200.

MALDEN, *Mass.*, PUBLIC LIBRARY. Finding lists. Malden, 1879. 34+[2] p. +12 p. of advertisements. O.

MERC. LIB. ASSOC. OF THE CITY OF N. Y. 58th an. report. N. Y., 1879. 34 p. O.

Added, 7027 v.; sold, 2236 (dupl. and imperf.); total, 182,958; issued, 158,799, being 19,177 less than last year (Fiction, 85,323, being 23,541 less than last year).

N. Y. STATE LIBRARY. The future development of the library; report of the select committee to the trustees, Jan. 9, on the report of the librarian of the general library. Albany, 1879. 48 p. O.

Includes also the librarian's report and the ordinances adopted by the Trustees, Jan. 11. See *LIB. JOURN.*, 3: 27, 4: 95²³.

ODD FELLOWS' LIB. ASSOC. 24th an. report. San Francisco, 1879. 24 p. O.

Added, 1755; total, 33,500; issued, 107,512, being 3502 more than last year (Fiction, 86,427).

SOUTHBIDGE, *Mass.*, LIBRARY COMMITTEE. An. report [to Feb. 28]. (Pages 71-79 of the town reports (?). O.)

Added, 513 v.; total, 7407; issued, 16,624. The Committee ask for \$1200 and the dog fund.

SPRINGFIELD, *Mass.*, CITY LIB. ASSOC. An. report, Apr., 1879. 28 p. O.

Added, 1754 v.; total, 42,366; issued, 36,328 (Fiction, 26,150).

The report contains a historical sketch, the act of incorporation, the by-laws, etc.

Die WOLFENBÜTTLER Bibliothek u. das Bibliothekswesen im Herzogthum Braunschweig. Hannover, 1878. 16 p. 8°.

See *LIB. JOURN.*, 4: 132. Advocates moving the library to Brunswick. "Die alte Guelpherbytan aus Wolfenbüttel entfernt!" says the *Literar. Centralblatt*, "entfernt aus den Räumen, in denen Leibniz und Lessing schalteten! Sieht das nicht einem Selbstmord ähnlich? Und dennoch meinen wir, der Verf. hat Recht. Büchersammlungen sollen da sein, wo sie den grössten Nutzen stiften können."

Y. M. ASSOC., *Buffalo, N. Y.* 43d an. report. Buf., 1879. 62 p. O.

Added, 2254 v. (1901 bought, av. cost \$1.50); total, 33,631 v., 839 p.; issued, 72,441; Fiction, 55,833; *i. e.*, 77.07 per cent.; used in lib., exclusive of Dict. and Encycl., 8971. The *Library Committee* say, "No large collection of literature can be held to deserve the name of a library, in the modern sense of the word, unless it has a good catalogue and commands the services of a man who knows books."

"A good catalogue must be flexible, so as to keep abreast of the daily growth of a library, and must be more than a mere list of titles."

"The head of a library should not only know thoroughly the books in his charge and how to increase the store wisely, but that he should have combined with the literary faculty, sound practical judgment, and a knack for useful contrivances for which there is a constant demand in such an institution."

"The Young Men's Library has such a key to its treasures and is fortunate in controlling the services of such a man."

The *Librarian* says, "By the Dewey System the management and working of the Library have certainly been made more convenient in every respect, and it would seem to be difficult to bring its contents under more thorough supervision and control. I am confident that all who make use of the Library for any purpose of investigation or study have found the indexed classification more helpful to them and more satisfactory as they become better acquainted with it."

"A plan of shelf arrangement was devised for the works of fiction, which is new, I believe, and which seems to be highly advantageous. It preserves the relative location of the books, by number, and yet unites the works of each author; whereas the unbroken consecutive numbers that are given to books in other class sections, necessarily separate works by the same author in the same section if they are added to the Library at different times. Under the scheme of numbering that we have adopted in this department, the number which a novel bears is indicative of its authorship, and this permits us to analyze, if we choose, the circulation of romance in our Library, as will be shown hereafter."

"An experiment was entered upon some three months ago, of preserving scrap collections of local history and biography. The plan was to clip from the city newspapers each day whatever they might contain of interest and importance relating to citizens of Buffalo, or to home institutions and societies, or to events which can be grouped in classes, such as fires, storms, epidemics and the like, and to preserve these clippings, not in scrap-books, which would require indexing, but on small sheets of stiff manilla paper, eight inches in length by six and a half in breadth. Each subject has its own card (with a second card added when the first one is filled, and so on) and is written as a heading in the upper left corner. The cards being arranged alphabetically by these headings, the collection supplies its own index."

Y. M. MERC. LIB. ASSOC., *Cincinnati*. 44th an. report. Cin., 1879. 45+[3] p. O.

Historical sketch, p. 7-11. No. of novels taken from the Library, 39,876; read in the Library, 507. Other books taken out, 11,508; read in the library, 4,655; total use, 56,546. Total no. of v., 49,051.

La biblioteca ducale di Urbino.—Rivista europea, Firenze, 1877, v. 4, p. 82-94.

Commission des Bibliothèques pédagogiques.—Bul. de la Soc. Franklin, June, 4½ p.

"La lib. pédagog. est spécialement réservée à l'instituteur; elle est destinée à mettre entre ses mains les livres qui traitent de son métier. La Commission aura d'abord à dresser la liste d'une bibliothèque type, qu'il faudrait installer dans chaque école normale et dans chaque chef-lieu de canton et qui comprendrait le nombre des ouvrages les plus remarquables sur la matière. La Commission aura encore à provoquer la création de conférences pédagogiques. Elle appellera l'attention de l'orateur... sur les livres nouveaux qu'il y aura lieu d'analyser et de critiquer en commun." The Bib. Pédagogique of Arras has 1100 v.

The first library, the Belpre library of the North-west Territory; [by] I. W. Andrews, Marietta College, June. — Cincinnati d. Gazette, June 21. 43 cm.

It has been a controverted point whether the Cincinnati Library of 1803 or the Coon Skin Library of Ames, Athens Co., O., was the first library in the North-west Territory. Prof. Andrews proves that both must yield to the Putnam Family Library, afterwards called Belpre Library, which dates from 1796.

The High School on Elm Street [i. e. the Public Library]. — Daily Spy, Worcester, June 20.

"Mr. Green and his assistants must know pretty well what is going on in the school. The teachers of the school always refer to Mr. Green when their pupils grow pertinaciously inquisitive. During the whole long day and evening Mr. Green, Miss Earle, and the rest sit in their places, longing for some youth or maiden to come and ask them something hard. They have their longings abundantly satisfied. There is a post-meridian session of the school every day over in Elm street. Mr. Green and his corps of assistants evidently find their supreme happiness in being constantly asked questions and in never failing to answer them. A more thoroughly popular public library probably does not exist. That is, a library kept and managed with a more single and distinctly conceived purpose to serve the public needs. The object of our library is by no means to preserve from harm a collection of books. It is to utilize a large collection of books to the widest possible extent.

"No public school system is complete without a library, and no library is complete without a librarian who, like ours, can respond to infinite questionings."

The Lenox Library [N. Y.]. — Literary world, June 21. 5 col.

Lettre de M. Tourasse aux maires et conseillers municipaux des Basses-Pyrénées rel. à la création de bibliothèques cantonales. — Bul. de la Soc. Franklin, May. 7½ p.

The Library Association. — Pantagraph, Bloomington, Ill., March 3.

Added, 211 v.; total, 7464; issued, 20,000; used in library, 6000; attendance, 41,000. The Association is running in debt and proposes to "donate" (!) its library to the city.

M. Vattemare and the public library system; [by] J. Winsor. — Literary world, June. 2½ col.

The Mitchell Library, Glasgow. — Athenaeum, June 28. 1 col.

A library without any fiction, which yet has had a circulation in 17 months of 368,178 v. (Hist., Biog., and Travels, 106,085; Miscellaneous, 107,000).

Note on the size circular of the L. A. U. K. —

Publisher's circular, June 2. ½ p.

"Happily, there is a saving clause a little farther on.

"It is suggested that in regard to the ordinary catalogues of libraries in which no pretension is made to elaborate bibliographical detail, a system should be adopted, comprising the usual terms hitherto employed, etc., etc."

"So that in bibliography, as in ancient Egypt, there shall be a hieratic or higher language for the priests in the temple, and a demotic or lower tongue for ordinary mortals. By subscribing to the Library Association's project you do no more than take the famous oath at Highgate: never to drink small beer when you can get better, never to kiss the maid when you can kiss the mistress, etc.—unless you like the inferior article better. We must say, seriously, we think the new style tiresomely elaborate, and not much more agreeable superficially than the hideous word catalogue, which the *Library Journal* substitutes for the familiar 'catalogue.'"

For the readers of the *JOURNAL* it cannot be necessary to defend the use of the exact S, D, O, F, in place of the inexact and misleading 16°, 12°, 8°; and the co-ordinate use of both kinds of signs in this *Bibliography*, the 16°, etc., being used when the exact size could not be ascertained because the book was not at hand, has never been attended with any inconvenience. The system, in fact, instead of being tiresomely elaborate, is extremely simple and easy of application.

I quote the extract above as a specimen of the conservatism which our friends of the L. A. U. K. have and will have to contend with. The real cause of the *Circular's* dislike to the new size notation, as well as to the new spelling, is plainly that it is new and strange, that it requires a slight mental effort to understand it, and disturbs old habits of thought. In its form catalog is no more "hideous" than the French catalogue, or the Dutch catalogus or the German Katalog. Even if there were any especial beauty in the forms of the letters u and e, it may be doubted whether a busy world could afford time to make them unnecessarily. Let silent letters be left for the calligrapher.

The paper city [i. e. Holyoke, Mass.], trashy literature. — Springfield Repub., May (24 or later).

"I must say in justice to many of our mill hands that the city library is strongly patronized by operatives who draw instructive books."

Portland Pub. Lib., librarian's report. — Portland Sunday Times, Apr. 13. 1½ col.

Added, 6229; total, 25,131; issued, 60,772; used in library, 5158.

The private libraries of Philadelphia, 9; G. W. Childs. — Robinson's epitome of literature. June 15. 3 p.

The Public Library; growing popularity of the reading-room. — Indianapolis journal, May 27.

Gives a complete list of the number of times each periodical has been consulted during one year, from *Harper's weekly* 7296 to *Brain* 1; a novel and very curious list.

Reading in Hartford [Conn.]. — Hartford Courant, May 24.

Traces the history of the library and its efforts to raise money at first by courses of lectures, afterwards by performances of opera; calls for a larger membership and a liberal endowment.

Seconde vente de la bibliothèque de M. Amb.-Firmin Didot.—*Chron. du journ. gén. de l'impr.*, 7, 14, 21 June. 3+2½+1¼ col.

The sizes of books; [by] J. Taylor.—*Athenaeum*, June 28. ½ col.

Thinks the methods suggested by members of the Lib. Assoc. unsatisfactory "as based on the exact inch measurement of volumes, which would involve a cumbrous notation, and convey no adequate idea of size without the aid of a foot rule." [This last is a mistake, as our experience has shown.] Proposes to "state the largest size, imperial as 8vo *a*, the next, super-royal, as 8vo *b*," and so on to foolscap, as 8vo *g*. "The same affixes would apply to folios, quartos and ramos. The advantage of this method would be that the rarely understood adjectives, atlas, imperial, crown, post, would be avoided, the scale of sizes in the respective typical designations being supplied by one of the seven italic letters from *a* to *g* inclusive." The disadvantage is that it is clumsy, and altho it may be better than measurement in inches (!), I do not see that it has any such advantage over the plan accepted by the A. L. A. and used in this JOURNAL, as to make it worth while to make another change. The only advantage in this scheme over the A. L. A. plan is that there are seven octavo sizes instead of two (O and I. O). But the A. L. A. letters,—T., S., D., O., Q., F., have proved to be amply sufficient for all practical purposes, and in rare cases where extreme accuracy is required, that plan provides a notation much more exact than 8vo *a*, 8vo *b*,—measurement in *centimeters*. For ordinary use 8vo *a* is unnecessarily minute, and yet would not convey any clear idea of size; for rare books it is not exact enough.

Die Universitäts Bibliotheken des Deutschen Reiches. *N. Anzeiger*, June. 1¼ p.

B. Catalogs of libraries.

ARAGONA, Bernardo Gaetano. I moti membranacci della Bib. della SS. Trinità di Cava de' Terreni. 10+92 p.+2 facsim. (*Appended to* MORCALDI, M., and others. *Codex diplomat. Cavensis, Mediol.*, 1878, 4°, v. 5.)

AXON, W. E. Armytage. Book rarities of the Warrington Museum. Warrington, 1878. 11 p. O.

BODLEIAN LIBRARY. Catalogue of the Rawlinson mss. Division 3: Theological and miscel. works, with an index; compiled by W. D. Macray, Oxford, Clarendon Press, 1879.

Reviewed by H. G. Hewlett in the *Academy*, May 10. 1½ col. "The copious and admirably constructed index embraces also the previous volume of the catalogue (pub. in 1862). The editor has evidently spared no pains to make his work as perfect as possible."

CENTRALIA PUB. LIB. AND READING ROOM. Catalogue for 1879. Lib. open on Mondays, Wednesdays, and Saturdays. Cent., Ill., June, 1879. 40 p. 14½×8½ cm.

No imprints. 11 classes.

KÖN. PREUSS. GROSSEN GENERALSTAB. Katalog d. Bibliothek. Berlin, Mittler, 1879. 16+481 p. 4°. 8 m.

Over 50,000 v. In 11 classes.

MUSEUM OF PRACTICAL GEOLOGY AND GEOLOGICAL SURVEY. Catalogue of the library; by H. White and T. W. Newton. London, H. M.'s Stationery Office, 1878. 8°.

"An excellent example of a practical library catalogue."—*Pop. sci. rev.*, April, p. 189.

SANDARS, S. An annotated list of books printed on vellum in the University and College libraries at Cambridge. Camb., University Press, 1879.

Noticed in *Academy*, May 24, ½ col.

The Manchester Statistical Society has issued a catalog of its library, "in the hope," as expressed on the title-page, "of inducing members to present suitable works, so that the present small collection may become the nucleus of a really useful statistical library."—*Ath.*, Apr. 4.

C. Bibliography.

ARNOLD, Th. J. J. Shakespeare-Bibliography in the Netherlands. 's Gravenh., Nijhoff, 1879. 36 p. 8°. 2 m.

From *Biblog. Adversaria*. "Fleissige Arbeit."—*Petscholdt*.

AXON, W. E. A. J. Ruskin; a bibliographical biography. Repr. from v. 5 of *Papers of the Manchester Literary Club*. n. p., 1879. 22 p. O. 6d.

BERLAM, Francesco. Bibliografia degli statuti municipali ed. ed. ined. di Ferrara. Roma, tip. della sci. math., 1878. 94 p. 4°.

From *Il Buonarroti*, ser. 2, v. 12, 1877-78.

BIBLIOGRAPHIE cléricogalante; description raisonnée des ouvrages galants ou singuliers que les abbés, chanoines, religieux, religieuses, évêques, cardinaux, et papes ont écrits sur l'amour, les femmes, le mariage, etc.; par un bibliographe catholique. Paris, M. A. Laporte, 1879. 8°. 5 fr.; papier Whatman, 10 fr.; papier Chine, 12 fr.

BIBLIOGRAFIA romana; buletin mensual a librăriei generale din România și a librăriei Române din străinătate. Editor: Degenmann. Anul 1. București, typ. Grecescu, 1879. 8°.

"In two parts: (1) the literature of the current year, (2) the literature of 1874-78, collected by G. Popescu."

BRUNET, Gustave. Recherches sur les imprimeries imaginaires, clandestines, et particulières. Brux., Gay et Doucé, 1879. 8+113 p. 12°.

Noticed by T. de L. in *Polybiblion*, June, p. 545. "The subject was treated slightly in one of the chapters of Gabriel

Peignot's 'Répertoire de bibliographies spéciales' (1810, 8°). The present work is taken in part from the papers of Quérard prepared for his 'Encyclopédie du bibliothécaire,' which has come into the possession of M. Brunet. It is divided into three sections: 1, a list of persons who have established private printing offices; 2, a list of the offices of convents, colleges, learned societies, etc.; 3, a list of secret printing offices and of some of their productions."

CHEVALIER, l'abbé Ulysse. Notre-Seigneur Jésus Christ, bio-bibliographie. Monbeillard, imp. Hoffman. 59 p. 16°.

From fasc. 3 of the "Repert. des sources hist. du Moyen Age."

COHN, Albert. Shakespeare-Bibliographie 1877-78; mit Nachträgen zur Bibliog. seit 1854. Sep.-Abdr. aus d. Shakesp. Jahrb., Bd. 14. [Lpz., 1879.] 32 p. 8°.

"Mit wirklich beispielloser Sorgfalt und Umsicht."—*Petaholalt*.

DRAMARD, E. Bibliographie raisonnée du droit civil comp. les matières du code civil et des lois postérieures qui en forment le complément. Paris, Didot, 1879. [4] + 14 + [1] + 371 p. O.

ENGELMANN, W. Wissenschaftliche Uebersicht des Verlags-Cataloges. Lpz., Mai, 1879, 36 p. O.

Contains over 3000 titles of generally valuable books or dissertations, in 9 classes.

LAING, David. Bibliog. account of the editions of Lyndsay's poetical works. (Pages 259-302 of v. 3 of LYNDsAY, Sir David. Poetical works. Edinb., 1879, 3 v. O.)

LOVENJOUL, C. de. Histoire des œuvres de H. de Balzac. Paris, C. Lévy, 1879. 412 p. 8°.

MANCHESTER LITERARY CLUB. Proceedings of the bibliographical section, 1878-9. Manchester, n. d. 15 p. O.

Mr. W. H. Bailey, in a lecture on "Free libraries and lectures on books," said, "A catalogue cannot undertake to distinguish the useful from the trashy in books nor group together all that is lying hidden in them on any particular subject. It cannot indicate courses of reading for those who desire to improve themselves in, it may be, a score of different ways. It follows that there is need of some other method of showing to the public of what the library's possessions consist. The best method would be a series of lectures. These would require a definite subject, but instead of being treatises on that subject they would be authoritative estimations of the exact value and usefulness of every book on the subject which the library possessed. They would point out those books which related its history, origin, growth, and development in modern times; those which would give that general resumé of the subject which every fairly educated person would be anxious to possess; those which would carry the reader or the student on to more advanced and exact knowledge; those which would cast collateral light on the question; those which contained the latest conjecture or discovery, and so on. We should thus obtain by degrees courses of reading which, if afterwards inserted as an appendix in the catalogues, would be the most valuable and useful commentary on their contents that could

be made." Mr. Bailey mentioned the free lectures at Wolverhampton and Liverpool. Mr. Nodal said that "the lectures at Liverpool were decidedly not calculated to promote the object in view. They had no relation to the books in the library of the town or to methodical courses of reading and study. A good example of the sort of thing required would be found in Prof. Smyth's lectures on modern history. The professor's history was now a little antiquated, but his method could not be surpassed." Mr. Hindshaw said the plan recommended had for years been followed in connection with the St. Paul's Literary and Educational Society, which had half a dozen lectures every year on 'The books added to the library,' and with most satisfactory results." Mr. Sutton said, "Courses of lectures of this kind would greatly relieve the librarians, who had to deliver half a dozen lectures a day to individuals in quest of book knowledge."

MANNO, Ant. Cennali e scritti di Giov. Spano. Torino, stamp. reale, 1879. 54 p. 8°. (60 cops.)

"Bibliog. cronol. seguita da un elenco degli scritti sullo Spano; la chiude un indice degli 87 scritti dello Spano."

MORIN-LAVALLÉE, F. M., à 1809, d. 1877. Essai de bibliographie viroise. Caen, Le Blanc-Hardel, 1879. 196 p. 8°. (100 cop.)

"'L'essai,' quoiqu'inachevé, renferme beaucoup plus d'indications que les pages du 'Manuel du bibliographe normand' consacrées aux auteurs virois."—*T. de L. in Polybiblion*, July.

MOTTA, Emilio. Bibliografia storica ticinese. Zürich, B. Herzog, 1879. 8 + 152 p. 8°. 2.40 m.

In two pts., (1) Works printed in Canton Tessin, (2) works about the Canton. "Uebersichtlich u. verständig."—*Lit. Centralblatt*.

PAOLI, Cesare. Del papiro specialmente considerato come materia che ha servito alla scrittura. Firenze, suc. Le Monnier, 1879. 85 p. 8°.

Reviewed in *Literarisches Centralblatt*, 26 April, 1879.

PIFFARD, H. G. Bibliotheca dermatologica, catal. of cutaneous literature in the library of P. N. Y., Bradstreet Press, 1879. [1] + 37 p. O.

The author hopes to compile a complete bibliography of the subject, and asks for the titles of works omitted here. A good catalog, giving page numbers. Classified: after "Journals" and "General treatises" follow the special subjects, arranged alphabetically.

POUV, F. Recherches sur les almanachs et calendriers historiques à partir du 16^e siècle. Amiens, imp. A. Douillet et Cie, 1879. 16 + 70 p. 8°. Noticed in *Bookseller*, June 2. ½ col.

SCHMIDT, C. Index bibliographique. (Pages 317-431 of v. 2 of *his* Hist. lit. de l'Alsace à la fin du 15^e et au commencement du 16^e siècle. 1879. 2 v. O.)

Bibliomania; [by] Edmund W. Gosse.—*Academy*, May 31. 2½ col.

A notice of Rouveyre's *Connaissances*, Derome's *Luxe des livres*, Drujon's *Catalogue*, and the *Miscellanées bibliographiques*.

NOTES AND QUERIES.

EDITED BY MELVIL DEWEY.

CALL CURIOSITIES.—The following were among the titles called for at the Hartford Library: "The pretty girl with the red face" (Red as a rose is she); Ulysses' Poems by Odyssey; Howells' Parlor Theoreticals; Peter Cooper's Life of Harvey (Harvey's Life of Webster); A book of "shallots" for Scroll-sawing (Silhouettes); Eliza sun-veiled (Isis unveiled.)

C. M. HEWINS.

COLOR OF BORROWERS' CARDS.—If the best size (p. o. card) is adopted, it is better to use some color different enough from that of p. o. cards to prevent confusion. A light blue tint is good. A buff of the same size would get mixed with p. o. cards, in the pocket, on the desk, etc.

HOLES IN CATALOG CARDS.—The Portland Public Library have the holes in cards made by punching with a die which is fitted into the paging machine used by blank-book makers. I do not know how many are punched at a time, but probably very few. The hole is neater, but I should say made at greater expense.

E. W. HALL.

[The Supply Department after experiment found the cheapest and best way to be, boring with a very sharp bit. The parts had to be set into a case made for the purpose, and held in position by special devices. If this was properly done, satisfactory work resulted. There was, however, difficulty in getting it properly done at a low price; we have now had a machine fitted up for the special purpose and secure much better work without increase of price. It would not pay to fit up such a machine unless there were at least a million cards to be perforated.]

P. O. CARD STRAIGHT-EDGES.—The metal standard cards noted on p. 135, v. 3, have proved a decided convenience to those using standard sizes. They are of course cheapest and best, but when not at hand a card can be made to answer the purpose by folding the paper accurately over the edge of the card, and tearing it into the required shape. Light paper can be torn without folding, the same as in using the metal straight-edges.

WRINKLED LEAVES.—How can I prevent the wrinkling and creasing of fly-leaves, in much-consulted dictionaries and atlases;—or how remedy it when once begun? I have seen not only the fly-leaves, but several leaves more, worn entirely in two, diagonally, simply from this accidental creasing.

M. O. N.

GENERAL NOTES.

UNITED STATES.

ASTOR LIBRARY.—This library, notes the *Tribune*, has again been thrown open to visitors after the annual recess. The special work during the recess has been the re-arrangement and classification of the departments of Fine Art, Architecture and Philology, which are now better equipped than ever before. An important improvement in the management of the library during the year was the establishment of a quarterly publication, containing a list of all new accessions up to the date of issue. Among the recent new books is a complete set of the publications of the Oneida Community, presented by Wayland Smith, one of the leaders of the society. The library has also a large number of Mormon books, and a unique collection of Chinese educational and government publications. The officers have just received word that the local Government of Sydney, Australia, is about to present to the library a valuable set of books, upon the survey of India under Lord Salisbury. These books are now being handsomely bound in London. A large supply of Italian literature has recently been received from Florence. The fund for the maintenance of the library is now over \$400,000, more than half of the income from which is applied to the purchase of new books. In purchasing books, the preference is given to works on American history; and of late the department of Oriental literature, which had fallen somewhat in arrears, has been replenished. The *Nation* says of the Library: "The capacity of the reading-rooms appears to be taxed to the utmost, and it is to be hoped that the trustees will avail themselves, at the first opportunity, of a system of electric lighting, in order to double the usefulness of the library by keeping it open in the evening."

MADISON (Wis.) CITY LIBRARY.—"As there are three other public libraries in this city—the University, the Historical and the State Libraries—we keep the City Library strictly to the function of providing general reading, with only such books of reference as seem clearly desirable. We have added this year a Reading-Room, and take about 20 periodicals, mostly reviews and magazines; there are no dailies, and the only weeklies are the *Nation*, the *Economist* and the *London Times*. The city appropriates \$1500 a year for the library, besides providing a room (and lighting and warming it), as well as the services of a janitor, and a policeman on evenings when there is a crowd. This was the first city library in the state; but since the estab-

lishment of this, similar ones have been established at Milwaukee and other places.

"WILLIAM F. ALLEN."

KEENE (*N. H.*) PUBLIC LIBRARY.—This library formerly belonged to a library association. Some three or four years ago it was given to the town, on condition that they should add \$500 in books each year. It is under charge of six trustees, and has now about 5,000 v. It is open from 2-5 each afternoon. D. W. Gilbert, late Superintendent of Schools, and Mrs. D. W. Gilbert, the present Superintendent, are both on the Board of Trustees, and are taking an active interest in making the library an educating force.

GEORGETOWN (*Mass.*).—Mrs. Judith P. Russell has made another addition to the munificent gift of her brother, the late George Peabody, to the Public Library. She gives \$10,000, half to be kept invested for the increase of the library and support of a reading-room, and half to accumulate till sufficient, with other funds for the purpose, for a new library building, in accordance with the direction in the letter of George Peabody.

SOMERVILLE (*Mass.*).—The School Committee has decided to have catalogues of the public library put in the hands of teachers of classes above the grammar grade, for the use of pupils, the teachers to advise in the selection of books for general reading.

DARTMOUTH COLLEGE.—The reading-room has been removed from its old location, adjoining the library in Reed Hall, to the first floor in the same building. The added room thus gained for the library will allow of its more systematic classification.

MRS. ADA NORTH has been appointed Librarian of the Iowa State University. She leaves at the Des Moines City Library a dictionary catalogue in ms. for the benefit of her successor.

AT Colby University, 135 books were taken out in the spring-time of 1869 by the fifty per cent. of students using the library at all; in the same time of 1879, 2,025, and 98 per cent. of the students used the library—a good record for Prof. E. W. Hall.

GREAT BRITAIN.

BRITISH MUSEUM.—An important suggestion as to the mode of cataloguing the additions to the British Museum Library is under the consideration of the authorities there. It is proposed to substitute printing for the method of copying now in use, and to offer to the public copies of the slips

so printed, amounting to about 60,000 a year, for an annual subscription of five guineas a copy. The value of such a list of books to all engaged in literature, and especially to bibliographers and librarians, is obvious. In the course of a few years, if not at first, such a list ought to become the annual standard of excellence to which all other libraries in their degrees should be brought.

GUILDHALL LIBRARY.—In the library of the Corporation of London, during the past year, the principal efforts of the staff have been directed to cataloguing, and great progress has been made in preparing a comprehensive card catalogue to supersede the present obsolete catalogue, with its 15 supplements, the inconvenience of which is increasingly felt as the library progresses. This catalogue will consist of two parts: (1) an alphabetical arrangement of authors (including editors, translators, illustrators, etc.), persons, pseudonyms, and titles where necessary; (2) a systematic classification of subjects. The first part, containing nearly 40,000 cards, is nearly completed, the *full title*, shelf-mark, etc., being supplied under every cross reference, as well as under the main entry. The titles consist of printed slips cut from the old catalogue, supplements and catalogues of special collections. A catalogue of the printed books, mss., and autograph letters presented to the library by the authorities of the Dutch Church in Austin Friars has also been printed, and will shortly be issued. The Hebrew Library catalogue is nearly ready for the printer, and the catalogue of mss. is in a similar forward state, and, lastly, some little progress has been made with the printed catalogue of the whole library. A valuable addition has been made to the London collection by the purchase of 1000 London tracts selected from a large and valuable collection. The number of visitors during the year 1878 was as follows: day, 167,430; evening, 43,334; museum, 81,548; total, 292,312; increase, 16,433. As no novels but those of a few standard authors are included, the works read are of a better class than is generally the case in public free libraries. An interesting calendar of a portion of the City Records, prepared by Mr. W. H. Overall, the librarian, and Mr. H. C. Overall, under the direction of the Library Committee, has just been issued—"Analytical index to the series of records known as the Remembrancia, preserved among the archives of the Corporation of London, A. D. 1579-1664."

SUNDAY READING IN THE NOTTING HILL PUB. LIB.—The last six months has shown an increase of 276 Sunday readers, as compared with a year ago. "Many have been young men of the laboring classes,

and some very rough boys, with whom the *Illustrated London News*, the *Graphic*, and works on natural history are great favorites." The reading department is quite free, and order and silence are well maintained. The library has about 3500 v., of which 1200 are fiction; the reading-rooms hold 25 persons, and there is a ladies' reading-room on the first floor. Taking both rooms, there is a total weekly average of about 470 readers on the premises. On Sundays the reading-rooms are open from two to six in the afternoons. From 1874 to December, 1877, there were 3559 Sunday readers. No books are lent out on Sunday. This library is entirely supported by Mr. James Heywood. Books are lent out on week-days to persons who give a certificate signed by two rate-payers, who are responsible for the value of the volume taken out, or borrowers may deposit half-a-crown. Each borrower pays 1d. per volume. During 1877 there were 602 borrowers, and 11,330 v. were lent out, of which 4714 were general literature and 6616 fiction.

ROCHDALE PUB. LIB.—A decrease of issues in the reference department during the Spring is supposed to have been caused by the severity of the weather during January, February and March. The attendance during the previous months had been larger than usual, and the attendance has often been larger than the accommodations. A curious phenomenon was reported from this library on one evening of last February. As two friends were leaving the reading-room, one suddenly exclaimed that it was snowing, and upon the other holding his head back he felt the small and almost invisible flakes of snow falling into his face. It was at first suggested that there might be a defect in the roof, but after deliberation the phenomenon was attributed to the particles of moisture rising to the high Gothic roof, becoming frozen, and falling near the arch leading to the stair-case, the coolest part of the room. The room was well filled at the time, which would conduce to the moisture of the atmosphere. The two found fine weather outside, so that the snow could not have escaped through any crevice in the roof.

LONDON LIBRARY.—The members have just given a substantial proof of their confidence in the stability and abiding prosperity of the institution. The sum of £20,000 being asked for, on debentures at 4½ per cent., to complete the purchase of the freehold of the premises in St. James's Square, tenders were sent in by members of the Library for £40,200.

RUGBY.—The Temple Library and Art Museum which has been erected at Rugby at a cost of about

£7,000, has just been opened, a number of pictures and other works of art being lent for the occasion. Amongst the pictures are examples by Titian, Rubens, Murillo, Kneller, Turner, Ward, &c.

BODLEIAN LIBRARY.—The Rev. H. O. Cox, the Chief Librarian, has appointed Mr. Ingram Bywater, Fellow of Exeter College, to the office of Sub-Librarian, vacated by the Rev. J. W. Nutt.

THERE is a life of Mr. W. E. A. Axon by E. R. C. in the *Biograph*, July, 4¼ p.

MR. HAGGERSTON has been elected chief Librarian of the Newcastle Free Library.

MR. C. W. VINCENT, who has been for many years Assistant Librarian of the Royal Institution, is to be the colleague and successor of Mr. Henry Campkin as Librarian of the Reform Club. Mr. Campkin, unhappily, still continues in a feeble state of health.

By a codicil to Dr. David Laing's will, unexpectedly brought to light, that gentleman's manuscripts (a large collection, containing several hundred, some of them early and valuable) are bequeathed to the University of Edinburgh. The codicil refers only to the mss., not to the printed books.

MR. LONGLEY, of 39 Warwick Lane, London, urges the formation of libraries for lending books to patients in hospitals, and invites contributions of volumes from publishers and the general public. Donations of money are also suggested. The *Publishers' Circular* adds to this announcement: "We suppose the proposal implies that hospitals are as yet without libraries. On this we are tempted to quote from an advertisement in the *Athenæum*, the day after the date of Mr. Longley's circular:—'Wanted, a suitable person as Librarian at Guy's Hospital.'"

FRANCE.

NATIONAL LIBRARY.—The new Reading Room shows considerable improvement on the system formerly adopted, but the reader fresh from the British Museum still feels sorely disappointed in many respects. Working hours are reduced, in all seasons, to six only, from 10 o'clock A. M. to 4 P. M. The supply of books is suspended after 3 o'clock, and, above all, no general catalogue of the contents of the library is at the disposal of the reader. A few books of reference are to be found in the Reading Room, but nothing can replace the use of the catalogue in the hands of the reader. Hence discoveries of hidden treasures are quite hopeless. Books of capital interest are often omitted by bibliographers, and, of course, they cannot be found unless the list of an author's works is

within reach of the investigator. The methodical order adopted by French librarians and booksellers is certainly less favorable to research than the simpler alphabetical order. The loss of time in hunting after books, which may not be in the library at all, must be considerable, and would be avoided if the reader had the catalogue of the library under his eyes. One is almost ashamed to write a number of tickets, which, after giving a great deal of trouble to attendants and librarians, are returned with a cross on the back, indicating that the works asked for are not to be found in the huge collection. On the other hand, it is worthy of note that the Reading Room is open all the year round, even on Sundays, and is shut only during Easter week.—*Athenæum*.

PARIS PRIMARY SCHOOL LIBRARIES.—The number of libraries now amounts to 440, with a total of 44,120 volumes. During the past year 100,482 books were lent out. Originally established in 1862, the enterprise encountered not a little opposition both from the religious institutions and the general body of teachers, who seem to have feared that the pupils would prefer discursive reading to their regular studies. But since 1872 things have gone more smoothly. No attempt is made to select what is called "improving" literature. At first the novels of Mayne Reid, "Paul and Virginia" and "Robinson" were the most sought after. The classical works of the great French dramatists are now rising in popularity, and also the scientific medleys of Jules Verne. The national romances of Erckmann-Chatrian are the rage among boys, while girls prefer "La Case de l'Oncle Tom."

PARIS POLICE LIBRARIES.—Libraries are to be established in all the police stations, to contain not merely the usual collections of laws and rules, but also works which will enable the men to amuse and instruct themselves in their leisure hours.

THE Bibliothèque Historique of Paris, which consists entirely of works, prints, maps, etc., relating to the history of Paris, has lately been put under a commission. It is now to be opened to the public as a free exhibition on every day of the week in the Hôtel Carnavalet.

ITALY.

FLORENCE.—Our correspondent, Sig. Desiderio Chilovi, has been appointed director of the Biblioteca Marucelliana, in place of the late Pietro Fanfani.

THE distinguished advocate and Professor of Criminal Law, Signor Carrara, has presented his valuable legal library to the University of Pisa.

THE Municipality of San Gimignano has conferred the right of citizenship on Prof. G. B. Giuliani in return for his gift of more than 700 v. to the Town Library.

A ROYAL decree of Dec., 1878, authorizes the Ciani legacy to the Biblioteca Maldotti of Guastalla, and a decree of Jan., 1879, fixes the number of assistants in the Biblioteca Nazionale of Palermo, for the current year, at two in the higher class.

AUSTRALIA.

SOUTH AUSTRALIAN INSTITUTE, ADELAIDE.—The Colonial Government have given orders for the commencement of the new building for this Institution. A tender for the erection of the west wing (which will contain the Public Library) for the sum of £36,395 has been accepted. This does not include the fittings.

PUBLISHER'S NOTES.

THE present number, of 80 pages, of which 48 are given to the full report of the Tuesday session of the Boston Conference, is necessarily a second double number. It will be noted that v. 4 already reaches nearly 400 pages, though only 384 were promised for the entire year, and the valuable nature of the additional matter of the Conference will, we presume, make the doubling-up to include it satisfactory to English as well as to American readers. The next issue, for November, will be issued earlier in the month than usual.

THE Manchester Conference of the United Kingdom Association opened Sept. 23, and is likely to prove the most important in practical results of any yet held abroad. The topics to be discussed concern not simply English libraries, but those of the English-speaking world, and our readers will look with interest for the report of proceedings, of which a comprehensive abstract may be expected in the next issue.

THE Secretary of the A. L. A. desires to state, after the form containing the list has gone to press, that the Membership List will be kept in type long enough for corrections to get in from all readers after receiving the JOURNAL, since in spite of every precaution errors in proper names and addresses will creep in. All sent in will be made, and a small edition of the corrected list printed for official use. He wishes every detail to be corrected, including conferences attended, etc. Failure to register the names as in attendance, accounts for most of the omissions. Address corrections to Melvil Dewey, P. O. 260, Boston.

STANDARD BOOKS FOR LIBRARIES.

Smith's Dictionary of the Bible.

Comprising its Antiquities, Biography, Geography, and Natural History. American edition, unabridged, enlarged, and corrected. Edited by Professor H. B. HACKETT and EZRA ABBOT, LL. D. 4 vols., 8vo, cloth, \$26; sheep, \$30; half calf, \$36.

The *London Bookseller* pronounces this American edition "the most complete work of the kind in the English, or, indeed, any other language."

No similar work in our own or in any other language is for a moment to be compared with it.—*Quarterly Review* (London).

In paper, press-work, cuts, maps, etc., we do not see anything to choose between this and the more costly English original; while in a multitude of other respects which affect the trustworthiness, thoroughness, and supreme excellence of the work as a thesaurus of Biblical knowledge, this is vastly to be preferred.—*Congregational Review*.

As a companion to the Bible, as a work of reference for the study, as a book to own and to read, to place in the library and in the Sabbath School, we know not its superior, and know of nothing to take its place.—*Watchman and Reflector* (Boston).

This magnificent work has no rival in its department.—*Sunday School Times*.

This Dictionary is itself a library, and every minister should be the possessor of a copy of it. We believe that this American edition is, in every respect, the best work of the kind yet published.—*Zion's Herald*.

☞ This is the only complete edition of Smith's great Dictionary, and the only edition which contains the very important additions made by and under the supervision of Dr. H. B. Hackett and Prof. Ezra Abbot.

Neander's General History of the Christian Religion and Church.

Translated from the German, by Rev. JOSEPH TORREY, Professor in the University of Vermont. 5 vols., 8vo, \$18.

"Neander's Church History" is one of the most profound, carefully considered, deeply philosophized, candid, truly liberal, and independent historical works that has been written. In all these respects it stands head and shoulders above almost any other church history in existence.—CALVIN E. SOWE, D. D.

Neander still remains beyond doubt the greatest Church historian, thus far, of the nineteenth century.—Dr. PHILIP SCHAFF, *History of the Apostolic Church*.

Biblical Researches in Palestine.

By EDWARD ROBINSON, D. D. 3 vols., 8vo, with maps, cloth, \$10; maps separate, \$1.

We have not the slightest hesitation in pronouncing the topography of Jerusalem in this work by far the most full, complete and satisfactory which has yet appeared in any language. This work, by the industry, good sense and erudition displayed throughout its pages, does great credit, and we trust is of happy omen to the rising literature of America.—*London Quarterly Review*.

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The arrangement is the same as in other cyclopædias, as the work is intended to be but a stepping-stone to the more comprehensive ones for adults, and it is deemed of importance to accustom the child early to the forms and methods which experience has shown to be the best. It has been thought proper, however, to omit all abbreviations, and in most cases to put the scientific classifications and etymologies at the end instead of at the beginning of articles, where they will be less likely to destroy the continuity of the narrative, and to blunt the child's interest.

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